

University News

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J.N. KAPUR

**Values in Indian Society
— Role of Universities**

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**Modes of Problem-Finding
— Illustrative Case Discussions - III**

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EDUCATION FOR 21ST CENTURY

EXTENSION IN HIGHER EDUCATION

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Association of Indian Universities

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Editor :
SUTINDER SINGH

Values in Indian Society

Role of Universities

J.N. Kapur*

Introduction

There has been a rapid erosion of ethical and moral values (EEMV) in Indian society after independence. Before independence, we were economically poor, our health conditions were deplorable and child mortality rates were very high. We had very few universities and almost no heavy industry; our agricultural production was very low and very often we faced famines. After independence, we have made rapid progress in agriculture and industry, in education and in almost every sector of our life. Our progress may not have been as spectacular as that of Korea or Japan, but it is certainly of a level of which we can be proud.

However we had one thing before independence which we have lost in a big measure and that was our character and our sense of ethical and moral values. We were then fighting the mighty British Empire with Truth and Non-Violence. We had a noble goal and we were using only noble means. We held our heads high and could give sermons on character and moral values to all nations and we commanded a great deal of respect. Everybody here had a sense of national pride and patriotism and a full faith that once we win our freedom, we shall be able to perform miracles due to our moral and spiritual strengths.

After independence, we made rapid strides in all fields, but we lost our character and pride in our values. It is said that if an individual loses his wealth, he loses nothing; if he loses his health, he loses something; but if he loses his character, he loses everything. What is true of individuals is also true of nations.

What is the situation today? Corruption, nepotism, favouritism are dominating features of our national life. It is true that there is also corruption in other countries of the world like USA and Japan, but there corruption is confined to highest levels only and when corruption is proved, the punishment is very heavy. Corruption there does not affect the daily lives of the people. Here we meet corruption at every point. There 5% persons may be affected by it, here 95% are affected by it. There a person requires courage to be dishonest, here a person requires courage to be honest.

A child gets his/her first lesson in corruption when he/she finds his/her parents going to different quarters for getting recommendation for his/her admission to good schools or when he/she finds parents paying large 'donations' for this purpose. In the school he/she finds the teachers not caring for teaching, but caring for building up influence with powerful persons, otherwise they can be transferred at short notice. A student finds that his/her father has to pay heavily for

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his/her private tuitions and if he cannot pay, the student suffers. The level of corruption gets magnified at the college level and there the students learn from experience that the jobs are not available on merit, but on the basis of recommendations and even on the basis of money. The student finds all the attendance records are being forged by the teachers and he/she gets a big lesson in forgery. By the time he/she leaves his/her college, he/she is convinced that honesty is the worst policy and having high ethical and moral values can be a big obstacle to progress in life.

Under these conditions everybody in society is miserable and everybody has a guilty conscience. How can a society be happy under these unhealthy conditions when it is infected throughout by deadly germs of EEMV?

EEMV is as deadly a disease as AIDS. When a person suffers from AIDS, he/she cannot resist disease and when he/she suffers from EEMV, he/she cannot resist unethical pressures. However all developed nations are conscious of evil effects of AIDS and are using all the resources to fight it. We are also spending crores of rupees in fighting AIDS though at present it affects only a small proportion of our population. The reason is that AIDS can spread in a dreadful way. However EEMV has already spread in our country in a big way and about 95% of our population is suffering from it, and we are doing precious little about it.

In fact EEMV appears to have killed our will power to fight it, in spite of knowing that due to EEMV our hard-earned freedom is itself in danger. When people want to get money by any means, the means may include selling the interests of the country to others. This is already happening and the manifestations of it are large scale smuggling, criminalization of politics, and poor quality of our industrial products. Even our armaments are below world standards because of corruption and the low morale of our scientists and engineers because of EEMV.

The Reason

I was recently talking to a very senior educationist of our country and I proposed that we should adopt the Western educational system in toto. He said, "Prof. Kapur do not do that, the system is not for us because we are dishonest." I told him "we are not intrinsically dishonest, it is our educational system that has made us dishonest."

I was shocked by his views but I find most persons in India have the same opinion as he had. My own experience is otherwise. I have myself lived for a total of 5 years abroad during the last 25 years and I have observed closely students, teachers, researchers, educational administrators, and even members of the general public. I have come to the conclusion that people of Canada and USA are no more honest than we are. The main difference is that there they have developed systems in which dishonest persons cannot survive, while here we have developed systems in which honest persons cannot survive. I shall illustrate by using educational system with which we are all familiar.

Comparison of Indian and Western Educational Systems

(i) They have a continuous internal objective assessment system, while we have, by and large, an external examination system. There every examiner has to be fair because he has to show the answer books to all the students and every student can discuss the marks given to him and to others with the teacher and so the teacher has to be careful in marking because he is accountable for every mark that he gives or does not give. In our external examination system, the examiner can afford to be as careless and as dishonest as he likes because there are very little chances of anybody seeing his marked answer books. There the examiners are more honest because they cannot afford to be dishonest.

(ii) There every teacher has to announce his lecture schedule in the beginning of the term and he has to strictly adhere to it. If a teacher deviates from the schedule or does not take his classes, his students can make the statement in the instruction assessment sheet that they fill at the end of the term. Every teacher is worried about his teaching reputation. Here a teacher is never assessed about his teaching either by the students or by anybody else. There the teacher has to keep a record of all the lectures given, the quizzes and the tests given date-wise, and these can be inspected by anyone at any time. No teacher can afford to be dishonest or careless about his teaching.

(iii) In our system there is a wide choice in question papers and students can get good marks even by not studying 50% of the courses and so the students do not mind if the teacher does not teach the whole course, in fact they welcome it. There, there is no choice in question papers and every question has to be answered. The teacher can ask anything from

what he has taught or what he has asked the students to study themselves from the textbook or the library book and so the students have not only to attend the classes, but they have to be attentive in the classes, throughout the year. But here our students do not feel the need for attending classes. They do not feel the need for studying textbooks either. They need to study for only two months in a year with the help of 'made easy books' and only part of the course and still they can get good marks. Also since most universities require compulsory attendance, teachers forge attendance records in order to help the students. There, the question of compulsory attendance does not arise because the students have no choice but to attend classes. The students are there forced to be honest in learning and the teachers are forced to be honest in teaching.

(iv) There creative thinking is encouraged through project work; our system encourages rote learning. There a student has to understand every concept, but here he need not. The student there tries to understand and think because he is required to understand and think. Here our students just commit facts to memory without understanding, because our system requires them only to commit facts to memory.

(v) There the names of all the examiners who approve a Ph.D thesis are written on the thesis and copies of all the approved theses are compulsorily placed in a central library from where everybody can get a photocopy on payment. If an examiner approves an undeserving thesis or a thesis containing plagiarised material, he can be held responsible for it even ten years after his approval of the thesis. In our case the names of the examiners who examine a thesis are supposed to be confidential and if one wants to see a thesis, one has to personally visit the library of the university concerned and one may not get easily the thesis even there. There the Ph.D thesis examiners have to be careful and honest. Here our thesis examiners can very easily oblige their friends.

(vi) Here when a lecturer or a reader or a professor has to be appointed, a selection committee consisting of vice-chancellor, dean, 2 or 3 experts meet in a closed room, interview the candidates for about 10 to 20 minutes each and then the committee decides that in the view of the committee candidate A is the best. No criteria are laid down except that the candidate should be an eminent scholar and have a certain teaching experience. The quality of teaching

is nowhere considered and as eminence is left to the judgement of the committee, the committee is not asked to give any reasons for its selection. Even the Supreme Court cannot question the decision of a selection committee.

There the vice-chancellor and dean are usually not members of the search committee. Every candidate gives an open seminar on which students and teachers express their views and these views have to be taken into account. His teaching record, as contained in students instruction surveys of his courses, is also available to the committee. The reports of the experts in his field on 5 or 10 of his best papers are also given to the committee. The search committee considers all the inputs about the teaching, research and committee work experiences and makes recommendations giving its reasons in detail in writing and the recommendations are then reviewed by the dean and the vice-chancellor. No single individual or group of individuals can play a dominant role and therefore recommendations and corruption do not affect the system. In our case even when the selection committee is perfectly fair, the candidates who are not selected are not satisfied because no reasons are given and there is no transparency in the system. Thus there it is the system which makes everybody honest. In our system there is a temptation for everybody to yield to pressures to get personal advantages out of the selection process. Here sometimes a member of the selection committee can be honest only by displeasing powerful persons.

(vii) There all departmental recommendations are made by a meeting attended by all faculty members of the department. The head of the department has a single vote. Of course he can use a casting vote in case there is a tie. All issues are voted and no attempt is made to arrive at a forced consensus. Every teacher feels involved in the system and the students are consulted at every stage of the decision making process. Here head of the department is a dictator, only when there is a rotating headship, the dictatorship lasts for a short period. There was recently a case about the extension of services of the best teacher in the department and the worst teacher of the department who happened to be the head because of rotation system wrote a note that extension should not be given to the teacher concerned because he was a very bad teacher. Fortunately this recommendation of the head leaked out and the vice-chancellor was persuaded not to accept the

recommendation of the head of the department. In ordinary case, his recommendation would have gone through and his view would have been taken as the view of the department.

(viii) There quite often headship of a department goes abegging because head has to take time off from his research and he has to go by the opinion of the faculty even if it is against his own. Here the headship is a coveted position because it means a lot of power and few persons are worried about the loss of time for research, because honest peer recognition of research has not become a part of our system.

It is thus obvious that the statement that the teachers there are more honest than here is entirely a myth. I have seen teachers there misusing the loopholes in the system whenever there is possibility of such misuse. However such loopholes are constantly being plugged and so they have developed their system over a period of time which is dishonesty-proof. Here loopholes are deliberately kept in the system. Thus even in those institutions where we have apparently adopted the Western educational system, teachers are not required to declare their lecture schedules in advance, student reaction surveys are either not carried out or are not taken seriously, well defined criteria for excellence in teaching and research are seldom laid down and selection committees continue to meet in closed rooms. Ph.D thesis examiners still enjoy anonymity and so on.

That is why I advocate the adoption of Western system in toto with all its checks and counter checks. Partial adoption only tarnishes the image of that system and may only strengthen the vested interests in our system and may do tremendous harm to ethical and moral values in our society.

Role of Universities in Fighting EEMV

My basic theses are the following :

1. If you adopt the Western educational system in toto with its complete openness, with almost no secrecy, with complete democratic functioning, with no arbitrary powers, with every group being accountable to others, with decentralization of authority and so on, the politicians and bureaucrats will not be able to interfere in the system. The critical areas are admissions, appointments and exami-

nations and once these are fair and appear to be fair and once a student has lived for 4 or 5 years in an environment of fairness and impartiality, he will exert his influence in all sectors of life on coming out of the university. Once we can demonstrate that EEMV can be removed in one sector of our life, we would have taken the first major step in restoring the moral health of the nation.

2. The intellectuals in the universities have the responsibility to design political, social, economic and other systems in such a way that they become corruption free. The systems should be open, transparent and decentralised. With our knowledge of political science, economics and social systems and of psychology of human beings, the university academics should be able to design such systems based on mutual accountability. Of course the vested interests will resist such systems and for this reason we have not only to design the systems, but we have to lobby for them.

3. After examining our educational system in depth, I am convinced that given the will and faith, we in the universities can help our nation by designing such systems and working for them. Let us pool all our resources and help in building up such corruption-proof systems for our society.

For further elaboration of these ideas the following books may be consulted :

J.N. Kapur. *Towards Excellence in Higher Education*. Mathematical Sciences Trust Society.

—————. *Restructuring Higher Education in India*. C.V. Kapur Educational Foundation.

—————. *Quality in Higher Education: Measurement and Assurance*. C.V. Kapur Educational Foundation.

—————. *Excellence in Teaching*. Mathematical Sciences Trust Society.

TO OUR READERS

Knowledgeable and perceptive as they are, our contributors must not necessarily be allowed to have the last word. It is for you, the readers, to join issues with them. Our columns are as much open to you as to our contributors. Your communication should, however, be brief and to the point.

MODES OF PROBLEM-FINDING

Illustrative Case Discussions - III

D. Raja Ganesan*

Earlier in this series of articles on modes of problem-finding we have had two illustrative case discussions, one each on "Recognising a Problem" and "Inventing a Problem". These two modes, namely, "recognising" and "inventing", constitute, so to say, the two ends of a continuum of cognitive activities that eventuate in a problem to be solved through research.

In recognising a problem, as we cited from Dillon (1982, 1988) there, "the problem is existent and evident". It needs only to be recognised. The generic problem activity is *perceiving* (emphasis added) the situation as problematic. In "inventing" a problem, as we had it described by Dillon, "the problem is potential and inchoate — it does not yet exist but needs to be created out of already existing elements, the generic activity is *producing* (emphasis added) the problem-event, — a defined problem".

The problem that the maiden research scholar in the first case discussion - Latha - was led to recognise was, "Should a Teacher Marry a Teacher?" When this is rendered in the appropriate subcultural lexicon of social psychological research, it would read, "Job Satisfaction and Marital Adjustment among Teachers with Teacher and Non-Teacher Spouses". And the problem that the author of this article invented was, "Sleep and Education".

Case Discussion-3: Discovering a Problem

In the present article, we will be discussing the third mode of problem-finding namely, *discovering* a problem, which falls between "recognising a problem" that is "existent and evident" at the one end and *inventing* a "potential and inchoate problem" at the other. Recognising a problem consists in just "perceiving the situation as problematic"; inventing a problem consists in "producing the problem-event". *Discovering* a problem involves *probing* the data for elements of a problem (Dillon, 1988).

Gestalt Coding of the Electorally Relevant Manifest

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Content of the Dreams of Sample Voter Populations was a topic for survey research discovered by this author.

Before describing how this topic was discovered it must be stated here, after Hanson (1967), that a scientific discovery and, for that matter, the discovery of a *topic* for scientific research, need not be and cannot be like geographical or astronomical discoveries which consist just in setting one's eyes upon an object or a place which has not been sighted earlier by anyone in the community to which the discoverer belongs, they do not involve any cognitive mediation on the part of the explorer at the moment of discovery. But other scientific discoveries, as well as discovering a problem in the first instance that leads to a discovery at length, are basically *processes* which involve cognitive activity and which occupy time. Discovering a topic, as Dillon (1982, 1988) has pointed out, involves "probing the data". Again, data may be present on paper in "black and white" as the saying goes or it may be at the back of the researcher's mind.

The data for the discovery of this topic, "Gesalt Coding of the Electorally Relevant Manifest Content of the Dreams of Sample Voter Populations", was partly available in "black and white" and partly lay at the back of the author's mind.

Dreams have been an ongoing area of study for the author for more than a quarter of a century now. Just before the US Presidential elections 1992 this author invented a topic for research, "Dreams and Nightmares of Candidates Seeking Electoral Offices." He had also speculated (Raja Ganesan 1992) on the kinds of dreams such candidates would get at the various stages of the electoral process — from ticket-seeking through campaigning. This was a clear case of inventing a topic — like the one on "Sleep and Education" described earlier in this series.

The cue for the speculative article was a report from the US correspondent of a leading Indian Newspaper about the US Presidential election campaign in which the correspondent had used the word "nightmare" to describe *figuratively* the grueling campaign ahead for the candidates. This author took the

same word "nightmare" in *literally* and wrote the speculative article. The article came up well with photographic illustrations of Bush and Clinton added by the newspaper in which it was published.

Having read, again a quarter of a century ago, how the dream-related Poetzl phenomenon has led to speculations about the possibility of developing a powerful subliminal advertising technology, and receiving, now and then Indian political leaders as visitors in his dreams (but these dreams do not have any political significance for the author), the author immediately thought about the effect of electoral campaigns on the voters' dreams. As the author quickly linked up, one by one, in that sequence — Poetzl phenomenon, subliminal advertising, seeing Narasimha Rao, Arjun Singh, etc, in his dreams and effect of electoral campaigns on the voters dreams — the topic became obvious and significant too. In 1992, the author had also just completed supervision of a dissertation, "Content Survey of the Dreams of School-Going Adolescents". The survey format for the study of voters' dreams was thus an appropriate though unwitting repetition of the earlier study of students' dreams.

It is a well known fact that election campaigns depend more and more on visual stimuli and increasingly on television and video cassettes. The problem with assessing the impact of visual stimuli, the author realised, is in standardising them towards ensuring objectivity — the backbone of any and every piece of research worth the nomenclature. The author searched for relevant material and finally landed on the contributions of Doris A. Graber, who had developed a gestalt coding scheme for her studies of American Presidential election campaign materials and programs. At this stage the problem the author had in mind became clearer and sharper : Which configurations of the visual stimuli used in campaign materials and programs reach into and register in the unconscious depths of the voter populations? The evidence for this would be their being embedded in the contents of the dream reports of the samples thereof. Once this axial question crystallised it was easier to generate a battery of related questions: Are all the units in the samples susceptible to all the materials and programs? If not, who are susceptible and who are not? to which materials? What possibly are the reasons for differential susceptibilities? Program content? Charisma of the leaders? antecedent political orientation of the unit? time of exposure to the material? duration of exposure? ambivalence (fence-sitting) on the part of the voter? Who wins — the one who appears in

the manifest dream content of the voter more frequently or the one who appear less? Are there a more relevant dreams as the campaign heats up? Or, is it that one or more of the elements in the internal contents of the dreams — like outcome, climate (good fortune or misfortune), characters, activities, themes, interactions, emotions, setting, objects (like party symbols) have clues to the outcome of the elections?

Thus this topic was obtained by probing the "data" that had been available to the author: it was — had to be — done step-by-step. In fact, the topic emerged as the data was being probed without a very clear subjective sense of direction — particularly in the short step from the dreams of candidates to that of voters. Yet, it was not as surprising nor did it sound as "far fetched" as the conjugation of "Sleep and Education". Nor was it a topic already crystallised but hidden in the investigator's mind as, "Should a Teacher Marry a Teacher?" Hence, "Gestalt Coding of the Electorally Relevant Manifest Content of the Dreams of Sample Voter Populations" can be described as having been obtained by a process of *discovery* rather than recognising and inventing. It may be added here that Professor Graber (1992) in her letter to the author has commented on this theme (of dreams and elections) as a "fruitful area of investigation that has been unduly neglected".

The "data" were the speculative article already written by the author on the dreams of candidates for elections, the content survey of the dreams of adolescents supervised by the author, the information stored in the author's memory about the possibilities of exploiting dream-related Poetzl Phenomenon for subliminal advertising/propaganda and the gestalt coding scheme of Professor Doris A. Graber, searched and found by the author in the relevant literature.

Another topic that is in the process of discovery between the author and one of his doctoral research candidates relates to a possible, positive role for yoga and meditation in the Feminist Movement. The candidate is a teacher of yoga and meditation, a postgraduate in English Literature, and she is also familiar with Indian religious scriptures and philosophical literature. Actually, she wanted to work on meditation — the possible positive role meditation can play in certain aspects of personality development. But the difficulty of obtaining a captive sample of pupils to experiment without attrition for a long enough period for meditation to make perceptible improvements in aspects of their personality was a deterrent.

Keeping in view her age (she was past fifty), general outlook — which included a healthy sceptical attitude to patriarchal gender role definitions and sympathy with the feminist cause, and interest in religion, philosophy and ancient Indian literature also, it was suggested that she explore the topic, 'Towards an Indian Philosophy for Women's Education: A Study of the Mother (Of Aurobindo Asram, Pondicherry)'. She was advised to prepare a bibliography on the recent feminist movement, study the same first, and then read the Mother's writings — her reflection and pronouncements on gender differences *vis-a-vis* the various aspects of education.

Though the scholar was diffident at the outset about being able to find enough material, she presently did find enough material and more as she began exploring the writings of the Mother *after* browsing through the relevant, contemporary feminist literature. And most of her findings were *deja vu*. The irony is that the Mother had preceded the Feminist Movement by three decades and more. She had called for a redefinition of women's identity and a redrawing of gender boundaries. What is missing in the Mother's writings is the label of a Movement *prima facie* and its sharp militancy.

Yes, the research scholar was asked to explore the Mother's writings in the first instance because the Mother belonged to Europe in her origins but subsequently got stepped in Indian culture. It was thought the Mother would have felt in herself what it means to be a woman in Western and in Indian culture, the difference between these two and what is in harmony with the universal nature of woman *per se*.

Though the scholar went about this preliminary exploration enthusiastically, the author had been feeling that her personal practice of Yoga and meditation, her expertise in teaching them, and her initial desire to work in this area have not been harnessed into her doctoral research work. *After* having got the scholar to work this far, *then* it occurred to the author to suggest to her that she explore the possible positive role yoga and meditation could play in insulating the female child against mishaping of gender identities through historically received patriarchal cultural prejudices, in discovering her authentic identity and thereby redrawing gender boundaries. Of course, the source of her ideas would be mainly the Mother's writings which the scholar could vouchsafe in her experience — as a woman who had received her early gender identity in passive-innocence from the surrounding patriarchal culture, who had been constricted thereby in

certain aspects of her personality, and who had hitherto used—perhaps, unwittingly — yoga and meditation to liberate and develop her own personality, and who could now consciously and more purposively use the Mother's writings on yoga and meditation to further improve her own personality in the first instance and those of her female students.

Thus a topic is *being* discovered through successive approximations to one that meets the requirements of the interests, expertise and experience of the candidate. This topic is truly emergent and is being discovered by probing the data continuously generated by a line of exploration.

[Extracts from the author's forthcoming book on Problem-Finding]

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Action Research in Higher Education

M. M. Joshi*

Introduction

Research in Higher Education for many years continues to be dominated with areas of research confined to development and improvement of other systems and processes. Vast expansion has taken place in the higher education system since independence. The number of colleges, universities and engineering/technology colleges (degree level) rose from 263, 16 and 38 in 1947 to 5334, 207 and 299 in 1993 respectively. During the same period enrolment in colleges, universities and engineering/technology colleges (degree level) increased from one lakh, eighty thousand and sixty thousand to 37, 4 and 3 lakhs respectively. Collegiate Education now accounts for 83 per cent of the total enrolment in higher education. However, this quantitative expansion without corresponding qualitative improvement has resulted in deterioration of the standards. The researches conducted on aspects like Management of higher education, Effectiveness and efficiency of teaching-learning process, Economics of higher education, Sociology of higher education, etc have not resulted in any ideology on the part of teachers, educational administrators and improvement in higher education system. To improve upon the prevailing system we should reorient our research focus laying emphasis on result oriented research. Here result oriented means solving immediate problems faced by the educational practitioners, administrators, teachers, students, etc. Action Research, one of the upcoming research approaches in the education, seems to hold the key.

Origin of Action Research

The origin of Action Research can be traced to early 1930s when some social psychologists like Kurt Lewin, Argyris, Bennis, etc were trying to solve problems of some industries pertaining to quality, productivity and personal relations among the workers. Kurt Lewin, who is called as father of Action Research, with the help of some of his students conducted quasi-experimental tests in a factory to demonstrate the increase in productivity and maintenance of law and order through democratic

participation of workers rather than autocratic coercion. Through his search he advocated that action research as an alternative to Tayler's Scientific Management Model. According to Wright Mills (1959), "Action research gives credence to the development of powers of reflective thought, discussion and action by ordinary people participating in collective research on "private troubles" that they have in common." These were the ideas of Kurt Lewin the originator of Action Research. Through his practical experiences in early 1940s he said "No action without research; No research without action." Lewin and his co-workers undertook various types of action research projects in Germany for increasing the efficiency of the workers to produce qualitative products. The work done by them in the area of action research was classified into three heads, namely, i) Diagnostic action research, ii) Participant action research, and iii) Empirical action research and Experimental research. After Lewin such researches were conducted in UK, USA and many other parts of the world.

Perceiving the merit of action research, educationists from many parts of the world started work on "How action research could be made a tool for innovations and improvement of the educational system. During 1960s in countries like USA and UK emphasis was given to improve the existing educational system with special reference to teacher training, curriculum and evaluation of the educational processes. In this context, School Curriculum Project in UK and The Humanities Curriculum Project in USA are worth mentioning. Later action research came to be called by the name, Educational Action Research. In recent times lot of work has been done in this area. A centre called the International Centre For Action Learning And Action Research has been established in Griffith University, Brisbane, Australia. In some of the developed countries of the world Classroom Action Network (CARN) has been established for sharing each one's experiences and utilize each one's expertise in the area of educational action research. In 1992 The Logo Action Research Collaborative (LARC) was initiated in New York, USA to support teachers using Logo in building professional culture for studying and assessing Logo learning in order to deepen their understand-

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ing and improve their practice. The history of Action Research in higher education is not very old. Rather, it is quite a new concept for the teachers, researchers, and other people connected with higher education system.

What is Action Research?

If we trace the history of Action Research it was first used in social context before it was so named, and is some times still called emancipatory research. Kurt Lewin called action research a tool for social change. According to him "Action Research is a systematic method for groups of people directly affected by planned social changes to take responsibilities for an ongoing cycle of planning those changes and systematically evaluating their effects."

Action research means different things to different people. It is more a question of action rather than research? But the most important characteristics upon which all the people are agreed is the focus of such research. The focus of such type of research is on the immediate application not on development of theory or upon general applications.

If we define research as the systematic and objective analysis and recording of controlled observations that may lead to the development of generalizations, principles, theories, resulting in prediction and possible control of events; Action research can be defined as the study of inquiry of a social situation with a view to improve the quality of actions within it. Action research reflects a dialectical relationship between theory and practice. Action and research are two sides of a coin. If action and practical experience forms the foundation of educational research, research may inform practice and lead to action. According to Carr and Kemmis (1986) 'Action Research is a spiral of cycles of action and research consisting of four major moments : Plan, act, observe and reflect.' In 1989 an international symposium on action research was held in Brisbane. And a working definition jointly authored by the participants was given by them.

Working Definition of Action Research

If yours is a situation in which

- * people reflect and improve (or develop) their own work and their own situations,
- * by tightly interlinking their reflection and action,
- * and also making their experience public not only to other participants but also to other persons

interested in and concerned about the work and the situation (i.e. their (public) theories and practices of the work and the situation);

and if yours is a situation in which there is increasingly

- * data-gathering by participants themselves (or with the help of others) in relation to their own question,
- * participation (in problem-posing and answering questions) in decision making,
- * power sharing and the relative suspension of hierarchical ways of working towards industrial democracy,
- * collaboration among members of the group as a 'critical community',
- * self-reflection, self-evaluation and self-management by autonomous and responsible persons of the groups,
- * learning progressively (and publicly) by doing and by making mistakes in a 'self-reflective spiral' of planning, acting, observing, reflecting, etc, and
- * reflection which supports the idea of the '(self-) reflective practitioners;

then yours is a situation in which Action Research is occurring.

What is Educational Action Research?

Action research and educational action research have many common characteristics. The basic difference between the two types of research is in relation to its focus. The focus of educational action research (EAR) is to improve the educational processes i.e. increasing effectiveness and efficiency of educational practice, professional development. According to Ortrun Zuber-Skerritt (1992) "EAR is critical collaborative inquiry by reflective practitioners being accountable and making results of their inquiry public, self evaluating their practice and engaged in participative problem-solving and continuing professional development (CRASP)".

Educational research includes all the above characteristics. One of its notions is 'Researching while Teaching' to solve the immediate problems. EAR could be of two types : Insider type and Outsider type. The former is related to investigations of processes and reflective practice for a positive change in the teaching-learning processes in an educational institution, while the latter is related to problems pertaining to processes occurring which are not in the control of the insiders but these influence the system to a large extent.

Since a long time there is a misconception among some educational practitioners that action research is not appropriate to higher education. But if one looks at the goals of an institution of higher learning like development of critical attitudes, research into teaching and learning process, accountability towards society and development of professionalism — Action research incorporates all these characteristics. Action research provides a way to solve many practical problems and also develop greater job satisfaction and professionalism among the educational practitioners.

Action Research Model

The methodology of action research in the field of higher education can be easily understood through the original model suggested by Kurt Lewin. As we already know action research consists of four major moments; plan, act, observe and reflect.

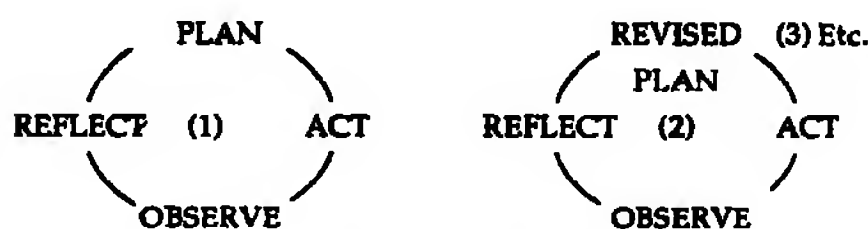


Figure: Lewin's Action Research Model

In the above model at each stage certain actions have to be performed by the researchers. During planning the investigator is supposed to identify the problem, analyze the problem by collecting relevant facts and formulate a strategic action plan with definite objectives to be desired out of the research study; Act refers to implementation of the action plan through the actions of the individual participant; observation consists of using different types of evaluation methods and techniques to evaluate whether the actions have brought about any change in the learning situation and the objectives targeted for the actions attained or not; reflection means reflecting on the results of evaluation as well as on the whole action and research process. Reflection stage helps the researcher to identify other problem areas and he is able to design new cycle of action research. In this way it gives opportunity to people to learn new things and evaluate new knowledge.

The model given above can be used by teachers of any subject, to integrate learning skills and improve their teaching skills. Various types of aca-

demic problems faced by the students pertaining to application of knowledge and information in a new situation could easily be solved if teachers undergo such cycle.

There are many problems faced by teachers, students, educational administrators in institutions of higher learning. Some of crucial areas in which action research projects could be initiated are : the improvement of teaching in higher education; curriculum revision and reform; developing learning to learn skills in students; developing research skills in students; improving the quality of pupil learning responses; managerial skills for administrative staff; changing organizational culture; developing innovative methods of teaching; other quality improvement programs, etc. If we have to increase effectiveness and efficiency in higher education and make it accountable to the society, it is necessary to develop an inbuilt mechanism within the system. Action research is a tool which offers a positive, constructive solution to various multidimensional problems. It provides a framework and methodology for self and peer appraisal, evaluation, improvement and development in a supportive and formative environment on a voluntary basis.

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To Our Contributors

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Mark Tully's *The Heart of India*

A.A. Sinha*

In the myriad of brilliant novels and non-fiction books, my choice of Mark Tully's *The Heart of India* might sound strange, if not a sort of the Jacobian anti-climax. During the last three years I happened to read a number of remarkable books — books written by writers of international repute. I enjoyed profusely the brilliancy of style, and the diversity of themes that lie beneath the layers of myths and mysticism in most of these *tours-de-force*. I can still recall with stupefied pleasure the Czech writer Milan Kundera's *Life is Elsewhere*, and relish the Nigerian Nobel laureate, the celebrated scholar Wole Soyinka's *The Interpreters*. Even the poems of the Australian A.D. Hope evoke in me ripples of emotions impregnated with philosophic reflections and his satiric eroticism. I also chanced to read the celebrated Ghanaian educationist B. Kojo Laing's *Search Sweet Country* which continues to search very sweetly through the corridors of my dicey memory. I shall never forget Lawrence Durrell's *Quinx* for its fictive extravagance written in most fascinatingly original style. All these have made an enviable niche in my heart. Yet, I have chosen Mark Tully's *The Heart of India* (pub. 1995) as an outstanding phenomenon. My selection is certainly subjective, but even this subjectivity is often influenced indirectly by the fresh winds of literary trends that blew through the eighties.

True, these stories do not come up well against the exacting conservative literary criteria, yet these successfully portray the heart of India. Each of his stories is mellow, ironic, ingenuous, and shot through with that eminently salable quality known as 'human interest'. The book *The Heart of India* is published by Viking Penguin India, and priced at Rs. 300, rather on the higher side and in all probability will remain inaccessible to the Indian villager to whom Mark Tully has proudly dedicated, as acknowledged by him in the introduction where he tells us that these stories are intended to be "a tribute to the Indian villager". Mark Tully has captured the Indian ethos without any bias, without any pride

or prejudice. He certainly does not look at through the eyes of Miss Mayo nor does he show any interest in spotting those areas of Indian life as presented by V.S. Naipaul in his book, *An Area of Darkness*.

The Heart of India seems to exhibit the unbiased magnanimous heart of the writer, his genuine love of India with its "snow covered mountains, with the freshness of the first scent of pine trees in the foothills of the Himalayas."

Another reason for choosing this cluster of stories in the midst of such excellent gems of literature is my conviction that of all forms of literature it is the short story that has become the most effective means of communication not only of the writer's perception of life, but also of the reader who forms his own understanding through the interaction with fictionalised men and women. Often the two perceptions collide and lead to moments of frustration and despair but not in case of Mark Tully's book where the two perceptions seem to unite and help the reader in looking at the variegated mirror of life.

These stories are set in Uttar Pradesh and Mark Tully writes in a state of frenzied admiration that this heart of the Gangetic plain is 'the heart of India'.

His comprehension of India is not superficial, not the casual impression of a tourist. He offers a contrast with Aldous Huxley and E.M. Forster who too visited India and wrote, their impressions. But Huxley, unlike Mark Tully, could never reach 'the bottom'. Huxley's essays on India are too casual, and remain a mere purveyor, and despite the linguistic acrobatics, his ignorance of Indianness never gets camouflaged. Huxley's essay on Benares shows his bias, and his failure to understand the Indian ethos, and his observation that "religion is a luxury which India in its present condition cannot possibly afford" smacks of his immaturity of perception.

Mark Tully writing about Varanasi (note the spelling) sounds authentic when he says: "There are many places of pilgrimage in India but none quite like Varanasi with its *ghats* on the banks of the Ganges and its temples."

His maturity becomes obvious in the following

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lines taken from the introduction: "Centuries ago, the Buddha preached his first sermon near Varanasi. Tulsi Das wrote the best known version of one of the two great Hindu epics, 'The Ramayana' sitting on the ghats at Varanasi."

In these stories, Tully's main thrust has been to write "about the impact on traditional village life of the changes taking place in India".

But his stories are not as simple as he would like us to believe. There flows in these stories undercurrents of suggestions, mystical hints, overt and covert that lie below the polished yet simple surface. The writer dissects and analyses the complex psychology of the people. He also explores the dynamics of social change in a traditional society and the traumatic experiences these men and women are constantly being subjected to. In some stories he shows the inherent paroxysmal struggle against the deeply entrenched traditional values, particularly in the stories like *Girl Friends*, and *The Barren Woman of Balramgaon*. Again in some he shows how the rural dynamics of values get an edge over the so called progress and development in the village society particularly in the stories like *Beyond Purdah* and *Twice Born*. Sometimes Mark Tully comes close to the pioneer Mulk Raj Anand for Tully's stories also encompass a large segment of contemporary rural life. The book is indeed a literary *tour de force*. One is impressed by the narrative skill of the writer, and relishes the shreds of irony that always hung loose all over the stories. It seems Tully's *No Full stops in India* has acquired an added symbolical significance for his admiration of India has not stopped. Rather it has grown, evolved, and it is this, luxurious admiration that has led to the birth of *The Heart of India*.

There are nine stories in this collection and each of the stories is conditioned by the political realities, and determined by the social ethos.

There is hardly any trace of his journalistic style, and the book truly becomes the embodiment of his aesthetic expression.

Tully's rigid objectivity adds a uniqueness for there is neither that lush sentimentality, for the Indian villager or the downtrodden nor is there any tendency towards dry moralising. Even when Tully displays his sympathy towards some of the characters, it remains very much controlled, and never degenerates into blind hysterics. Generally a social contextualisation leads to aesthetic decontextualisation. But *The Heart of India* remains an exception.

Although in the post-Independent India the caste barriers have broken down and lost their edge in big cities, in our villages the contours of the caste system are clearly discernible in these stories. The stories like *The Barren Woman of Balramgaon*, *Blood for Blood*, *Two Brothers* and *Village Strike* — all deal with the subtleties of the caste system, and its importance. But meanings and messages have to be deduced, inferred, and read between the lines. Yet none of the stories can be called political. At best these can be described as "highly realistic" but certainly not the realism of Emile Zola or Flaubert.

In these stories, Mark Tully covers practically the entire gamut of rural India : from the ex-Zamindar to the rise of the so-called low caste. But the characters are drawn with sympathy and great artistry. Tully has also picked up the local dialects and has made excellent use of the language not for embellishment nor even for verbal artistry, but for the sake of providing the appropriate social and cultural environment. The use of the "nativised" English enables him to portray his men and women as we find them on the streets. These have been shown in their true colour, with their distinct social and cultural backgrounds. The use of the swear words in Hindi is unavoidable, and does add a realistic fictionality to his characters.

Perhaps the book is the outcome of the catharsis which the writer must have undergone while touring through the villages of UP, savouring its dust and heat.

The Heart of India appears to be a kind of rainbow that reflects the rich diversities of Indian life. One factor for the popularity of the book is his adherence to the principle of 'negative capability'. We seem to rediscover our rural India in the fashion in which Nehru did in his *Discovery of India*.

In order to facilitate the reader to experience an iota of what I have mentioned and discussed, I propose to provide in brief some of the highlights of each of the stories.

As already mentioned, the language of Tully is apparently so simple, so lucid, so clear that quite often one gets the illusion of sitting on the nursery floor of literature. It is this deceptive simplicity that seems to me the most striking feature of this book. Unconsciously the writer seems to have also observed the principle of 'objective co-relative'.

The book remains ever fresh for it never shows anywhere even a trace of avuncular note.

The Heart of India is written in a readable, easily comprehensible style despite the thematic diversity of the stories.

The first story *The Barren Woman of Balramgaon* shows a synthesis of superstitions, rural traditions and election consciousness set against the village Balramgaon in the eastern part of Uttar Pradesh. Majority of the inhabitants are Yadavas by caste. It begins with the celebration of the Holi festival with its fun and frolics and ends the next year with the celebration of the Holi. Between these two celebrations, the writer weaves out a touching story of Ram Lakhan and his lovely wife Rani. The Yadav couple were without issue, and that creates the social embarrassment and domestic tensions. Hoshiar Singh in a state of drunkenness fights with Ram Lakhan. The village Pradhan advises them to patch up their differences in view of the ensuing election which demands total unity among the Yadavas, symbolising the caste factor as an important dimension of elections in India. Both Ram Lakhan and his youthful wife Rani go to two different places in search of Lord's blessings for a child. While Ram Lakhan along with Hoshiar Singh goes to Gorakhpur in order to have a darshan of Baba Gorakhnath, Rani is secretly taken by her friend Sita Devi to a Sadhu from Rishi Kesh, staying in a temple on the outskirts of the village. Rani does whatever she is asked to do: performs the ritual, sleeps in the temple, and then bathes in the river before returning home the next day, unnoticed and unobserved. Ram Lakhan also returns quite contented. By next Holi the whole village comes to know that Rani is pregnant. Ram Lakhan does not know, whom to thank: the medicine man or Guru Gorakhnath. But the concluding line of the story is heavily loaded with subtle hints: "His wife knew that the baby had nothing to do with Gorakhpur, but, she, too, wasn't entirely sure, whether she should thank God or man."

The writer leaves much to the imagination of the readers and it certainly displays his artistic maturity. Subtle hints are thrown but no obscenity, and no direct satire. The writer makes use of the colloquial words like *Faag party*, *Gugias*, *Hookah pani band*, which create the necessary social and cultural background, and do suggest the writer's deep understanding of the complex social and personal relationships of the rural India. Nothing crude is shown, yet the essentiality of the village life is artistically portrayed.

The story *Blood for Blood* centres on the revenge theme, but it does not have the spirit of revenge which we come across in the plays of Webster, Tourner and Marston. It exposes the perverted psychology of the *Thakurs* who once ruled this village but who, after independence, have lost both glory and power, and yet who are unable to adapt themselves to the changing political and social scenario. The story also throws light upon the utter poverty, economic deprivation of the lower class, the class of the Potters who feel that they have been exploited by the Thakurs. Both seem to be in confrontation, and unless a compromise is struck, peace and harmony in the village Thakurdwara can never be restored. In the story, Chote Lal is the potter who goes to Thakur Randhir Singh for some financial help, and the Thakur not only refuses to pay but also abuses the potter who in great provocation kills him and runs away from the village. The rest of the plot merely works on the revenge theme. The clash between the Thakurs and the Potter is the clash between unwarranted obduracy and blind revenge. Yet the tragedy could have been averted but for the widow of Randhir Singh who is allergic to silence, and remains obsessed with a false sense of pride and prestige. Her statement in the court resulted in the conviction of her only son, and her brother-in-law. The use of the slangs makes the situation more realistic and the use of the words like '*Biradari*', '*Charpoy*', '*Dhoti*', '*Lathi*' provide the necessary cultural background. These contribute to the rurality of the atmosphere. All the same the story also exposes the congenital corruption that has affected every aspect of our life. The story becomes a convenient pretext for the writer to depict a realistic picture of the Indian society reeling under the festering sores of casteism and corruption.

The *Ikka-Wallah's Lament* is about the life of one Mohammad Islam who suddenly finds himself thrown out of his profession, for he can no longer earn his bread and butter due to the advent of three-wheelers and four-wheelers in the quiet village of Chunar. The story is developed through the short notches and reveries of Islam. But it also conveys the idea that all Zamindars were not necessarily tyrants and cruel. One such was Surinder Pratap Singh who always helped the village people generously during natural calamities like flood and famine. Islam curses the technological advancement that has affected his village, and his anger and frustration is very appropriately conveyed in the following lines: "By the grace of Allah he would pass away in peace far from that hellish motor engine

which had ruined his livelihood and so nearly caused him to die a violent death."

The story highlights the adverse impact on the village caused by the progress without providing an alternative means of livelihood for the people thus affected. Change without adequate preparation is more of a curse rather than a boon to the people living in the villages.

In *Girl Friends*, Tully depicts the pathetic plight of a young girl Madhu who becomes a victim of the unchecked craze for modernity transcending the barriers of traditional values and norms. She is the daughter of Suryakant Dwivedi, the principal of a school in village Narayanpur. She goes to the Banaras Hindu University with a view to completing the B.Ed., where she meets her room-mate Tripti, coming of an affluent Bengali family from Calcutta. Madhu easily falls into the trap of Vijay. The story however unfolds many dimensions of life, and it is indeed difficult to pinpoint a definite message of the writer. Tripti lives happily with Anand but Madhu is being blackmailed by Vijay. Ultimately the Police comes to the rescue and the assurance of the Officer-in-Charge is encouraging and meaningful: "We don't need to keep him very long. But, we will show him something. He won't come to give you trouble again. The Police Officer was as good as his word." The promptness shown by the Police is praise-worthy but in the above utterance the implicit high-handedness and arbitrariness is also indicated. The question of love marriage whether good or bad is left for the reader to judge.

The Goondas of Gopinagar is yet another story in which the writer exposes the decrepit functioning of our administrative and political machinery. One gets a glimpse of the all pervasive corruption, the powerful mafia, and the criminalisation of politics. The story successfully exposes the rampant corruption in the bureaucracy and the rule by the goondas due to the protection and patronage of politicians in power. The underworld is shown as an institution of respectability which is indeed a new, yet dangerous development. Towards the end, Sethji and Jung Bahadur patch up their differences and promise substantial contributions to party funds. Eventually the Chief Minister agrees to release them. The story ends with the poignant realisation by Ishwar Dutt about his folly at joining politics. His utterance at the end remains touching and extremely subtle: "I have sacrificed my son for nothing." It suggests implicitly the victory of the corrupt, of the wicked over the honest. Mark Tully deserves our congratu-

lations for calling a spade a spade and giving out signals that in today's political system persons like Sethji and Jung Bahadur can only survive and control the rein of economic and political power while Ishwar Dutt will be crushed and thrown into oblivion.

In *Two Brothers*, once again the writer takes up the theme of rampant corruption that afflicts the administrative machinery of our country. It deals with the pathetic end of a young scheduled caste graduate who could not get into government service because he had no money to grease the palm of the concerned authorities. In sheer frustration Sudama takes to rickshaw pulling and gets addicted to drugs. He is a victim of ambition and corruption. His death is a warning to our elders, our social leaders about the need of curbing the menace of drug abuse more effectively which is confined not only to the affluent sections of the society but has rather percolated down to the less privileged ones. Mark Tully, however, is not a pessimist. Sudama's brother Ajay is confident of getting into a government job. His assertion that: "I have the guts, unlike Sudama" speaks of his unruffled optimism.

In this apparently humorous story, *Village Strike*, the writer once again has a dig at the false pride of the Bhumihars of the village Latari. Like in *Blood For Blood* where he punctures the undesirable pride of the Thakurs, here he makes fun of the false sense of pride of the Bhumihar community who had ruled this village before independence. They haven't accepted the changes that have already taken place in their village. This lack of understanding, and sympathy towards the people of the lower castes eventually led to a revolt, a strike. First the barbers, next the cobblers, and perhaps next were the washermen. The story seems to be a mere illustration of what Mark Tully had already written in the introduction to his earlier book entitled *No Full Stops in India* where he writes that "caste is not just a matter of being a Brahmin or a Harijan. It is also a kinship system — a group which has a social life in which all its members can participate." This caste oriented perception that has entered into the social fabric of the country has been presented through one of the characters from the story when he reflects: "This government has been elected by the backward castes. Our sort of people are not ruling anywhere. The Chief Minister is now a backward, so is our MLA and so is the Thanedar."

Does it not sum up the caste oriented political and bureaucratic systems of our country where transfers and promotions are made on the basis of

castes and creed? However, at the end of the story the Bhumihars are made to realise that for smooth functioning of the society, each section is indispensable, and each community has to play a vital role.

The story *Twice Born* is the story of a village boy, Ramadhar Upadhaya, who by dint of his hard work, perseverance and merit manages to get into the IAS. Ramadhar gets married when still a student. But after getting into the glamorous IAS he leaves his first wife Sunara in the village itself in the care of his old father and marries again with a Sikh lady Usha. Since his marriage, Ramadhar never goes to his village but continues sending money towards the maintenance of his first wife. The story moves against the background of these days when the BJP government in UP was dismissed. Even during the President's rule, Ramadhar couldn't get any lucrative comfortable posting instead he is transferred from Lucknow to Gorakhpur. There he learns that his first wife is critically ill and the news makes him too depressed and disheartened. He rushes to his village home and takes along with him Dr. Saksena. His wife is struggling for life at the terminal stage of cancer. Very soon Sunara dies and for the first time he sees his old father breaking down due to grief. Ramadhar also realises the futility of all that he stood for. His father however enlightens him and consoles him with the wisdom as given by Ramkrishna that one day Ramadhar will "break the

pot and flow into the Ganga."

This new perception, this new attitude towards life gives a new lease of life, a new meaning to his existence. Ramadhar is literally born again. He is indeed twice born. The title remains symbolical and suggestive.

The last story in the collection is *Beyond Purdah* which centres on the life of a young, dynamic bold Muslim woman, Suraiya, who fights against the orthodox attitude of her people, and eventually succeeds in her mission. The entire story deals with her efforts. Here also Mark Tully's depiction of the social life of Mohammadpur has an accuracy and a sharp perception. The plot rests on the celebration of the Muharram in a befitting manner. Despite all obstacles and objections, Suraiya arranges the majlis which was greatly appreciated. In the celebration, people belonging to other faiths also participated.

Taken together these nine stories of Mark Tully reflect the rich diversity of Indian culture, the Indian life with its glorious traditions and ignominious conditions. Every story adds to the totality of our perception, of the richness of our composite, pluralistic culture.

The book is the stethoscope of the writer which enables us to feel the throb of the heart of India. This literary bric-a-brac deserves to be preserved in the velvet casket of our memory.

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REGISTRAR

Extension in Higher Education

Universities and colleges should reach out to the community through extension programmes rather than concentrate solely on academic teaching and research, said Dr. S.V. Chittibabu, Vice-Chairman, Tamil Nadu State Council for Higher Education (TANSCHÉ). He was speaking at a seminar on 'Extension in higher education', jointly organised by the University Grants Commission (UGC) and TANSCHÉ, at the Avinashilingam Deemed University in Coimbatore recently.

Dr. Chittibabu noted that universities were funded by the taxes paid by the people, who had begun to question what had been done for them in return. People had become conscious of their rights, and universities could no longer remain languid. Instead, they should break out of their isolation and conduct out-reach programmes for communities around them, especially the weaker sections.

Interacting through educational extension was not an act of condescension, because the benefits of education at all levels should rightfully flow to the people who ultimately supported the educational system. Teachers had a duty not only towards their students and their institution, but also towards the parents of the students and the community in which they lived.

He said that universities and colleges should concentrate on total literacy, rural integrated development and the National Service Scheme (NSS). Perhaps stu-

dents should be required to work at least a year in the villages after their graduation, so that rural areas benefited.

Educational extension would pave the way for an 'aristocracy of intellect and democracy of opportunity.' It was not advisable for people to adopt an 'ostrich-like' attitude and ignore ground realities, or maintain a 'sphinx-like' attitude and while away their time asking questions, he added.

In the field of education, he said, those who did not reason and were dogmatic were 'bigots', those who did not want to reason were ignorant and therefore 'idiots', while those who were afraid to reason were 'helots' (slaves). Unfortunately, in recent times, academic degrees were being treated as commodities that could be bought like fast food or canned soft drinks.

At present there were over 200 universities in the country, and some of them seemed to have failed miserably in doing the work entrusted to them. In most universities curriculum-makers, teachers and students did not exchange views, leading to stagnation in the system. Through educational extension, there was ample scope to 'dynamise the curriculum', which should be open-ended, he opined.

Dr. (Mrs) Rajammal P. Devadas, Chancellor, Avinashilingam Deemed University, who presided, said that education could become relevant to life and contribute to the development of the in-

dividual and society, only when it stemmed from the roots and culture of the society, its mores, living conditions, problems, goals and aspirations.

To strengthen the educational extension work and find areas where improvement was needed, she suggested that the participants examine the quality and relevance of the teaching material, and study the impact of extension work on students and the community.

Mr. C.G. Rangabashyam, Member Secretary, TANSCHÉ, observed that late Avinashilingam Chettiar, the Founder-Chancellor of the Avinashilingam Deemed University, chose to start an institution for women's education though he could have started a college for science or engineering. This only showed that he was far-sighted enough to see several years ago that education and empowerment of women was important for society.

Dr. Pankajam Sundaram, Vice Chancellor, Mother Teresa Women's University, Kodaikanal, and an alumni of the University, emphasized the need for committed field workers to undertake educational extension activities and uplift the community. She said that her educational success was the result of the good example and dedication of her teachers.

Dr. K. Karunakaran, Vice Chancellor, Tamil University, Thanjavur, recalled the work done by late Avinashilingam Chettiar, to uplift the poor, provide education and develop the Tamil language, over a period of

six decades.

Dr. Lakshmi Santa Rajagopal, Vice Chancellor, Avinashilingam Deemed University, welcomed the gathering and Dr. S. Sithalakshmi, Professor, Home Science Extension, proposed a vote of thanks.

Seminar on Human Rights

The Department of Law, University of Burdwan organised a National Seminar on Human Rights and Undertrial Prisoners in India. Inaugurating the seminar the Hon'ble Mr. Justice Chitta'osh Mukherjee, Chairman, State Human Rights Commission, West Bengal, stressed the need of awareness and effective implementation of human rights in India. Prof. Mohit Bhattacharyya, Vice Chancellor, University of Burdwan, emphasised the need of such seminars to arrive at a point to suggest number of devices to protect the human rights of the persons including undertrial prisoners in India. In his valedictory address Prof. Bhattacharyya appreciated the role of National Human Rights Commission and exhorted the Department of Law to initiate research in the field of human rights law.

Noted academicians, eminent members of the Bench and Bar, former administrators and high police officials participated in the seminar.

The following key recommendations were made at the seminar:

- 1) The two international covenants of 1966 have been ratified by India. The optional protocol to the covenant of civil and political rights should also be ratified by India.
- 2) In furtherance of UDHR, 1948 and covenants of 1966 the implementation machinery of UNO should be made effective to protect and preserve the human rights of persons all over world. The role of U.N. General Assembly, social and economic council and other regional agencies in the implementation of human rights should be made effective.
- 3) There is a need of co-operation between people and government and collaboration among international agencies for the effective implementation of human rights.
- 4) The rights guaranteed under the International covenants, etc. and Indian constitution prohibit states from encroaching on the inalienable rights of the citizens. There should be positive actions and guarantees to protect the rights by the governments.
- 5) The appalling plight of undertrial prisoners and inhuman conditions of the prisons should be reformed to protect the human rights of the prisoners in India.
- 6) There should be performance audit systems in the criminal justice in India. When a convict and undertrial prisoner comes out from prison, he is deprived to resume his normal social life due to strictures imposed on him. This social attitude should be changed through awareness in the society.
- 7) The statements made to police officers or confessions recorded are not admissible (Secs. 162, 164 Cr. P.C. 1973) evidence. The police are suffering from 'negative psychology' and only an institutional reform onwards accountability and the severance of police from the political executive can save the system.
- 8) Institutions in the society including judiciary should be made accountable. The court should restrain itself in granting anticipatory bail indiscriminately. Investigation should not be stayed to speed up the commencement of trial. Special courts be set up to try the cases of human rights violation.
- 9) The National Human Rights Commission should sponsor research to find out the cause of delay in the trials.
- 10) Police and judicial officers should act in co-operation, not in isolation.
- 11) The Human rights law should be included in the syllabus of schools, colleges and universities in India for legal awareness in general masses. Proper training should also be given to the teachers.
- 12) Monetary compensation should be given to the victims of human rights violation.
- 13) The lapses in the substantive and procedural delays should be abandoned by the legislature.
- 14) A consistent approach should be made to grant compensation. The Supreme Court should propound a norm of principles in granting such compensation to the victims of illegal detention, police

(Contd. on Page 20)

SPREADSHEET

BRAIN DRAIN DATA (3)

Indian Students Going Abroad — Annual Outflow State-Wise, Sex-Wise & Subject-Wise — 1992-93

S.No.	State/U Ts.	Arts		Comm/B. Admn./B.MGT		Bank & Ins		Fine Arts		Nursing		Lib. Science		Other Subjects		Total	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1	2	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
1	Andhra Pradesh	3	...	141	24	6	...	2	...	1	...	...	...	244	7	1810	188
2	Arunachal Pradesh	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...
3	Assam	...	...	5	...	...	...	...	...	...	...	...	...	...	...	15	3
4	Bihar	...	...	3	...	...	...	...	...	...	...	...	...	4	1	37	4
5	Goa	...	...	...	...	...	...	...	...	...	...	...	...	2	3	2	3
6	Gujarat	...	1	14	2	...	...	1	2	...	...	...	...	46	1	184	19
7	Haryana	...	...	10	...	...	...	...	...	1	...	...	...	1	...	34	4
8	Himachal Pradesh	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...
9	Jammu & Kashmir	...	...	4	...	...	...	...	...	...	...	...	...	...	1	12	1
10	Karnataka	...	...	56	11	...	...	1	9	...	...	...	...	14	4	647	116
11	Kerala	1	...	11	2	...	...	...	...	...	...	...	...	1	1	81	15
12	Madhya Pradesh	...	...	...	...	...	...	...	...	...	...	...	...	2	1	15	2
13	Maharashtra	2	...	111	29	...	...	15	8	...	...	...	...	21	13	773	192
14	Manipur	...	...	...	...	...	...	...	...	...	...	...	...	1	...	2	...
15	Meghalaya	...	...	...	...	...	...	...	...	...	...	...	...	1	...	1	...
16	Mizoram	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
17	Nagaland	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
18	Orissa	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	1
19	Punjab	...	...	10	2	...	...	...	...	...	...	...	...	...	...	42	19
20	Rajasthan	...	...	5	...	...	...	...	...	...	...	...	...	2	1	29	6
21	Sikkim	...	...	...	...	...	...	...	...	...	...	...	...	1	...	2	...
22	Tamil Nadu	1	1	113	19	...	...	2	4	...	...	...	...	256	55	955	173
23	Tripura	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
24	Uttar Pradesh	...	...	17	...	...	...	...	...	...	...	...	...	10	1	101	10
25	West Bengal	4	...	54	2	...	...	3	2	...	...	...	...	53	13	286	64
26	A. & N. Islands	...	...	...	...	...	...	...	...	...	...	...	...	1	...	1	...
27	Chandigarh	...	...	3	2	...	...	...	...	...	...	...	...	3	...	18	3
28	Dadra & Nagar Haveli	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
29	Daman & Diu	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
30	Delhi	5	3	129	14	...	...	12	8	...	...	...	...	84	28	491	130
31	Lakshadweep	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
32	Pondicherry	...	...	2	...	...	...	...	...	...	...	...	...	...	...	2	...
Total		16	5	688	107	6	...	36	33	2	...	...	...	747	130	5546	953

Source: Department of Education, Ministry of Human Resource Development, Govt. of India, 1994.

(Contd. from Page 17)

excess, torture and death in police custody.

- 15) To avoid delay, the charge-sheet should be made within stipulated time. Exemplary punishment should be imposed on the public servants. Proper care of the undertrials is required in jail.
- 16) The National Human Rights Commission has initiated to reform the prison system with special reference to the undertrial prisoners. It should be made effective throughout India.
- 17) Socio-Economic conditions of the undertrials should be kept in mind to reform their plight. The cases of crime should also be identified on the basis of social, economic and political conditions prevailing in the society.

Instt of Informatics & Communication

The Academic Council of Delhi University is reported to have accepted the proposal to establish the Institute of Informatics and Communication, and recognise G.B. Pant Hospital as an institution of the university.

The Institute of Informatics and Communications will serve as an inter-disciplinary centre for humanities, social sciences, pure and applied sciences and as a nodal point between the university and various organisations functioning in the field of communication and information technology. The Institute will conduct professional and socially-relevant teaching programmes in collaboration with other departments on communication and information technology.

The programmes at the Insti-

tute will include a year's Diploma, a two-year M.A. and M.Sc., four-year M.Tech, Ph.D and a three-year Masters of Applied Science/Applied Social Science. The last comes with a provision of awarding M.A./M.Sc. on completion of two years in case the student wants to leave it midway.

The Council also approved the introduction of M.Tech. in Signal Processing, M.Tech. in Process Control and M.E. in Computer Technology and Applications at the Faculty of Technology.

Following the Academic Council's approval, G.B. Pant is now a recognised institution of the university under the provisions of Ordinance XXI.

IGNOU Regional Centre

The Indira Gandhi National Open University (IGNOU) has set up the 17th Regional Centre at Guwahati. The operational area of the new Regional Centre at Guwahati will be the states of Assam, Arunachal Pradesh and Sikkim.

Till now, the states of Assam and Arunachal Pradesh were being supervised from the Shillong region, while Sikkim was looked after by Calcutta region. With the establishment of Guwahati Regional Centre, Shillong region will comprise the states of Meghalaya, Nagaland, Mizoram, Tripura and Manipur and the Calcutta Regional Centre will now have jurisdiction of the state of West Bengal only.

In the North Eastern Region of India, Assam with five IGNOU Study Centres located at Tinsukia, Dergaon, Guwahati and Silchar bags two third of the total number of students enrolled in

the entire North-Eastern Region.

Keeping close relation with different divisions of IGNOU, the Regional Centres play a key role towards providing open access to higher education to all those who could not or did not join the formal stream. Likewise, IGNOU through its Regional Centres caters to the states' responsibility to a great extent for providing higher education to the people and thereby relieving off the states' major responsibility.

Vallathol Institute for Kerala Studies

The Sree Sankaracharya University of Sanskrit has set up an exclusive institute for the promotion of Kerala History and Culture. Named after poet Vallathol Narayana Menon (1878-1958), the founder of Kerala Kalamandalam established for popularising Kathakali and other art forms, the Vallathol Institute for Kerala Studies (VIKS) was formally inaugurated by Shri. R. Ramchandran Nair, Vice Chancellor of the University. He justified the establishment of the Vallathol Institute of Kerala Studies in the University as Kerala was remembered also as the land of Kathakali, the much popularised art form of Kerala. Apart from Adi Sankara's contributions to Indian Studies, it was Vallathol who through poems like "Not enough, Not enough" gave a new lease of life to nationalistic literature in the south. The late Vallathol truly represented the ethos of Kerala culture. Prof. T.P. Sankarankutty Nair, Director of the Institute, said that the institute proposed to compile a Dictionary of Kerala History besides publishing a multi volume comprehensive History of Kerala.

It also proposed to establish (1) Kerala History Museum (2) Art Gallery (3) Gallery of Portraits of persons who were the builders of Kerala, (4) Archives (5) Centre for Keralological Research (6) Peasant Studies Centre, and (7) a good library for researchers. An MA History course with specialization in Kerala History has also been launched in the Vallathol Institute. Of the twelve papers, four papers were on Kerala History (semester system), revealed Prof. Sankarankutty. Work on a biannual journal entitled "Kerala History and Culture" has also been taken up.

Kaula International Award

The International Award Committee has selected Dr. Mohammed M. Aman, Dean and Professor, School of Library and Information Science, University of Wisconsin-Milwaukee, Milwaukee, USA and a distinguished Information specialist and educator for Kaula Gold Medal and Citation for 1994 for his contributions to Library and Information Science Education.

Dr Aman taught Library and Information Science for 27 years as Associate Professor and Professor at St. John's University, Long Island University and University of Wisconsin-Milwaukee besides serving as Director and Dean since 1973 in these Universities in the Schools of Library & Information Science. Prior to that, he had served as Reference and Information Officer and Government Document Librarian in Egyptian National Library, Arab League Mission to United Nations, Pittsburgh and Duquesne Universities in USA.

Prof M A. Gopinath, who is

currently Head of the Documentation Research and Training Centre, Indian Statistical Institute, Bangalore, has been selected for the 1995 Award for his significant contribution in the field of design of classification systems, thesaurus and other vocabulary control devices. He has been a designer of curriculum for various courses in Library and Information Sciences. He has significantly contributed in the field of information technology application to Library and Information systems.

Prof Kaula Endowment for Library and Information Science instituted the International Kaula Award in 1975. The award is made by a Jury consisting of representatives from seven countries. There have been 16 recipients of this International Award.

Vidyasagar Medal for Triguna Sen

Dr. Triguna Sen, educationist and former Union Education Minister, would be awarded this year's Vidyasagar medal and lectureship, instituted by the Asiatic Society. The lectureship carries an endowment of Rs. 5 lakhs.

The society has also introduced a lectureship in memory of the former Vice-Chancellor of the Calcutta University, Dr. S.N. Sen. The chairman of the Economics Department of the Cornell University, U.S., Prof. Mukul Majumdar, is the recipient of this year's lectureship.

The Swami Pranabananda memorial lectureship would be awarded to Prof. Gobinda Gopal Mukherjee, Indologist, while Dr. Rajni Kothari has been selected for the Biman Behari Majumdar lectureship for his contribution to political thoughts of India. Mr.

Somnath Hore, sculptor, would be awarded the Sir Jadunath Sarkar gold medal.

Sreesankara Remembered

The 1208th birthday of Adisankara (788-820 AD) was celebrated in the nine centres of the Sree Sankaracharya University of Sanskrit. The Chief Secretary to the Government of Kerala, who is also the Vice Chancellor of the University, in his inaugural address, evaluated the contribution of Adisankara to world culture and thought. His essays, poems, commentaries, interpretations and philosophies had influenced the mind of man greater than any other single individual, he added. Dr. Bernard Fenn, Dean of Foreign Languages of the University, recalled the value of Advaita Philosophy in India compared to the value of other systems of philosophy. Prof. A.P. Ibrahim Kunju, Dean of the Faculty of Social Sciences wanted to popularise the Advaitic teachings to the lower sections of the people. Although everyone knew about Adi Sankara, his real contributions were not well understood by the people. This lacunae had to be rectified, observed Prof. Kunju. Prof. T.P.S. Nair, Director of VIKS of the University said that Kerala was the meeting ground of all religions from the first century AD when St. Thomas had come. The best teachings of Buddhism, Jainism, Judaism, Islam and Christianity had been synthesised to form the ethos of the Advaita philosophy. That synthesis formed the basis of modern Indian culture of reasonableness. In this light, observed Prof. Nair, Sankara Philosophy should be taught at all levels to the people of the earth.

News from Agricultural Universities

Faculty Development in Education Technology

A three-week faculty development programme in education technology that concluded recently at the Chaudhary Charan Singh Haryana Agricultural University (CCSHAU) apprised the faculty from agricultural universities and Indian Council of Agricultural Research (ICAR) institutes with macro and micro aspects of effective classroom teaching.

Dr. K.L. Johar, Vice-Chancellor of Guru Jambheshwar University, who was the chief guest at the function after distributing certificates to the participating teachers, called upon the teaching community to do justice to their profession against all odds and unconducive atmosphere. He said erosion in moral values and ethics of teachers noticed for the past some time was really a blot on their sacred profession. It should be rectified, he exhorted.

Describing CCSHAU as a pride of Asia, Dr. Johar appreciated the programmes being undertaken by its Academy of Agricultural Research and Education Management in developing human resources in agricultural institutes and inculcating in them modern and innovative skills in education technology.

Dr. S. Arya, Vice-Chancellor, who presided, felt the need of including multimedia approach in teaching process. He also stressed on developing distinct task force in agricultural universities as per their mandate of teaching, research and extension for better functioning and outcome of these institutes.

Dr. I.J. Singh, Director of the Academy, in his welcome address, gave details of the courses

being conducted and those which were on the cards.

30 scientists and teachers from different state agricultural universities including the host university and Kurukshetra university attended the course.

New Courses at CCSHAU

Chaudhary Charan Singh Haryana Agricultural University (CCSHAU) has introduced two courses from this year, one in agricultural journalism and another in computers.

Dr. S. Arya, Vice-Chancellor, revealed that one year post-graduate diploma in agricultural journalism had been started to improve communication skills of faculty of state agricultural universities and ICAR institutes. The job of scientists working in such institutes was not only limited to research fields and laboratories; they had to reach out to the farmers and their fellow scientists with their research findings. So it was essential that they acquired com-

munication skills to effectively pass on their message through print and electronic media, he added.

Special emphasis, according to Dr. Arya, would be on exposing the participating scientists to practical skills in writing for farmers and farm families, research publications, feature writing and newspapers and preparing radio and television programmes.

The course will begin in July this year and conducted through correspondence. However, there would be two contact sessions of 10 days duration each at the main campus, one in the beginning and second at the close of the course, he said.

The Computer Appreciation Course has been initiated for both students and employees. The basic qualifications for the course is prescribed as 10+2 pass.

The former course would be conducted by the Academy of Agricultural Research and Education Management (AAREM) established recently at the university under a world bank project, while the latter will be organised by the Directorate of Counselling and Placement of the university.

News from UGC

Countrywide Classroom Programme

Between 24th May to 31st May, 1996 the following schedule of telecast on higher education through INSAT-ID under the auspices of the University Grants Commission will be observed. The programme is presented in two sets of one hour duration each every day from 6.00 a.m. to 7.00 a.m. and 1.00 p.m. to 2.00 p.m. The programme is available on the TV Network throughout the country.

1st Transmission

6.00 a.m. to 7.00 a.m

25.5.96

"Looking Back on the Great Indian Eclipse"

"Highlights of Half Century : United Nations and Development - II"

"Why Conserve Wild Animals"

26.5.96

"Facing the Future - Part II"

"The National Cadet Corps - Part II"
 "The Week Ahead"

28.5.96

"Question Time - 26"
 "Indian Historiography - Part II"

30.5.96

"Polarisation of Light"
 "Rasa Ranjita: Understanding Indian Dance - Part I: Kathakali"
 "The Appreciation of a Poem"

Ind Transmission

1.00 p.m. to 2.00 p.m

24.5.96

"Game Theory - Part I: Introduction"
 "Protect your Creator: Bigamy"
 "Towards Cleaner and Greener Environment - Part I"

25.5.96

"Creating Advertisements - Part II: Writing Ads"
 "Saharanpur Wood Carvings - A Flourishing Industry - Part II"
 "Puppetry - Part II: The Art of Dexterity"

26.5.96

No Telecast

27.5.96

"The Week Ahead"
 "Human Resource Development - Part 9: Incentive"
 "Jute - Part 5"

28.5.96

"University-Industry Interaction - Part I"
 "Bureaucracy and the New Economic Policy"
 "Hypertension"

29.5.96

"Electrical Circuit - Part I"
 "The Miraculous Cosmos of the Brain: Pleasure and Pain"

30.5.96

"A Career Oriented Graduation"
 "Museums around the World: British Museum - London"
 "Unveiling Poetry"

31.5.96

"Game Theory - Part II: Dominance and Arithmetic Methods"
 "Perils of Age - The Indian Experience"
 "Towards Cleaner and Greener Environment - Part II"

Hindi Telecast

प्रातः 6.00 से 6.30 बजे तक

24.4.96

"खोज रुपये के अवमूल्यन की"

27.4.96

1. "किरणे: सामान्य जानकारी"
 2. "योग द्वारा स्वास्थ्य लाभ भाग - V"

29.4.96

"होमियोपैथी"

31.4.96

"प्रकाशीय शीशा"

News from Abroad

Education for 21st Century

Learning: The Treasure Within — the Report prepared by UNESCO's International Commission on Education for the 21st Century — focuses on education and six subject areas - development, science, citizenship, culture, social cohesion and work - as crucial for confronting the complex challenges of the next century. The result of three years of research and debate by an international panel of 14 education specialists, the Report was recently presented to UNESCO.

One of the Commission's principal concerns was to reduce academic failure by alternating school with work experience to enable individuals to correct early errors of direction and continue their education throughout life. "The prospect of being able to go back to education or training would alter the general climate by assuring young people that their fate is not sealed for ever between the ages of 14 and 20", Mr. Jacques Delors, President of the Commission said in his introduction to the report.

He has suggested that this could be done through the allocation of study time to all young persons, entitling them to a certain number of years of education.

This would be credited to an account at an educational institution, allowing individuals to use it as they like, including for continuing education during their adult life.

Among the report's many recommendations are: strong encouragement for education of girls and women; allocating 25% of development aid to education; introducing new "information society" technologies in all countries; and turning to the educational potential of NGOs and local communities to supplement international cooperation.

The Commission was created by Mr. Mayor at the request of the UNESCO General Conference. Financed by the Organization and with a secretariat provided by it, it was nonetheless independent in preparing its recommendations. It held 8 plenary sessions in different parts of the world (the last one being in New Delhi in January). It also held working sessions with teachers, researchers, students, government officials and NGOs.

"The Commission does not see education as a miracle cure or a magic formula opening the door to a world in which all ideals will be attained," Mr. Delors said "but as a principal means available to

foster a deeper and more harmonious form of human development and thereby reduce poverty, exclusion, ignorance, oppression and war."

UNESCO has produced international reports on issues and priorities in world-wide education several times in the past. Its 1972 study *Learning to Be* advocated life-long education at a time when traditional education systems were being challenged; in 1968 it published *The World Educational Crisis : A Systems Analysis*.

IIEP Teaching Materials

The International Institute of Educational Planning (IIEP), Paris, is launching a new collection of training materials based on IIEP's own courses and primarily intended to be used by those national, regional or international training institutions which have entered into partnership agree-

ments with the Institute.

The teaching materials are arranged in modular format, each series of modules making up a comprehensive training course. They can be used in a variety of ways — as self-instructional materials, in face-to-face courses, and as the basis for distance education courses. Prior to being made available, all the materials have been fully tested and validated by IIEP in various training situations in different regions of the world.

The main medium of each module is the printed word, sometimes accompanied by a video cassette, audio recording or computerized simulation model. In addition, instructors' handbooks and answers to the exercises contained in the modules are available separately.

The programme is being developed pragmatically, in response to the needs expressed by

Member States and in close collaboration with IIEP's ongoing training and research activities.

During the past few years, IIEP has made a large investment in the preparation of these materials which have been designed from the outset to meet the three objectives of IIEP, namely, Emphasizing IIEP's fundamental task of strengthening the national capacities of Member States; Ensuring the widest possible geographical coverage of IIEP's programmes; and Encouraging the gradual assumption by Member States of IIEP's responsibilities in the field of training in educational planning and administration.

Further details may be had from Jacques Hallak, Assistant Director-General, UNESCO, Director, International Institute for Educational Planning, 7-9 rue Eugene - Delacroix, 75116 Paris, France.

WOMEN'S UNIVERSITY COLLEGE

MOTHER TERESA WOMEN'S UNIVERSITY
KODAIKANAL - 624 102

NOTIFICATION NO. 85

LAST DATE FOR ISSUING AND RECEIVING APPLICATIONS — 10.6.'96

Applications for admission to the following Under Graduate Courses are invited from WOMEN CANDIDATES possessing the required qualification specified for each course commencing from this Academic Year.

COURSES OFFERED

ELIGIBILITY

COST OF APPLICATION Rs. P.

B.A. REGULAR

1. Bachelor of Arts (Corporate) Secretaryship
2. Bachelor of Business Administration
3. Bachelor of Banking Management
4. Bachelor of Tourism and Travel Management
5. Bachelor of Computer Applications

Pass in Higher Secondary Examination (Academic Stream only) conducted by the Government of Tamilnadu, or an examination accepted as equivalent thereto by the Syndicate, subject to such conditions as may be prescribed therefor.

50.00
50.00
50.00
50.00
60.00

For all above mentioned courses, application forms can be had from the Registrar, Mother Teresa Women's University, Kodaikanal with a Demand Draft for the cost of application as specified above with a self addressed stamped envelope for Rs. 5/-.

NOTE

Last date for issuing and receiving application forms is 10-6-'96. For each course, a separate application form is to be obtained. The University will not be responsible for the postal delay. Candidates are therefore asked to apply well in time. Even if publication of results are delayed the application must reach the University on or before 10-6-'96, and the results no sooner published must be communicated mentioning application number. The University reserves the right to discontinue with any under-graduate course with less than 20 students.

Hostel facilities are available.

REGISTRAR-IN-CHARGE

BOOK REVIEW

Conceptually Flawed

A P Barnabas*

R.K. Saprú. Theories of Administration. New Delhi, S. Chand and Co. 1996. Pp.178. Price Rs. 60/-.

The attempt in the book is to present "basics of administration theory and science of management". The author further states "there is no distinction between administration and management." It is difficult to accept this proposition. The context of public administration and management are very different. Public administration operates in a macro situation, management refers usually to micro organisations. Most concepts and principles have emerged generally in micro situations. Management emphasises efficiency for production and increased profits. The human relations approach to some extent modified the emphasis on efficiency regardless of human cost. On the other hand public administration is concerned with administration of services and implementation of policies. The interface between legislation and the executive (administration) is thus a close one. In management, the implementation is that of the company's own policy. The management principles have developed in the contexts of factory culture (Taylor, Elton Mayo, Likert, etc). Public administration functions in the context of societal culture. While some management techniques (Management information system, Network techniques, Project planning systems approach etc) can be adapted and used in public administration, it would be wrong to equate administration with management.

This is one of the confusions of the book. A more relevant approach would have been to have

two parts in the book — one looking at the theorists in administration (Weber, Gulick and Urwick, Simon, Riggs Barnard) and the other in management (Taylor, Fayol Argyris) McGregor's theory, although basically relevant to management situation, can be used to analyse administrative behaviour. So also with Maslow and Herzberg.

It is difficult to accept that the Parkinson's law (if it is a law) and Peter Principle as theories of administration. While both provide some insights and can be useful in the study of an organisation or bureaucratic structure, they cannot be raised to the level of theory.

The second confusion in the books is that while some persons have ideas or even an ideology, they cannot be considered as providing a theory either for administration or management — Marx, Lenin, Gandhi and Nehru fall in this category. Maybe Kautilya could also be included.

One of the weaknesses of the communist ideology is that there

is little reference as to how the rule of the proletariat is to be made functional. In fact bureaucracy is considered an exploitative organisation. No clear alternatives have been suggested. Gandhi's concept of 'Village Swaraj', is not an administrative theory. There is little reference to administration in his description of the "Village republic". Nehru has some ideas and concerns about administration. Theory refers to a system of ideas explaining some phenomena. Some strong thoughts cannot be considered theory.

There are new developments in the area of administration — Decision making theory, Decentralisation, Ethics in administration, Development administration. These aspects need to be included in a book on administrative theory.

The author has done well to pull together the ideas on administration and management. However they need to be looked at separately. While ideology may have a bearing on the process of administration, it cannot be mistaken for administrative theory.

A more systematic and disciplined approach is necessary for a clearer analysis of theories of administration.



JAWAHARLAL NEHRU UNIVERSITY

DIRECT ADMISSION TO PH.D PROGRAMME 1996-97

The University admits a limited number of candidates directly to Ph.D. programme at the beginning of both Monsoon as well as Winter semesters in various areas of research in the (1) School of International Studies, (2) School of Social Sciences, (3) School of Languages, (4) School of Computer & Systems Sciences, (5) School of Physical Sciences, and (6) Centre for Biotechnology. Only those who have either obtained an M.Phil degree or have research experience in recognised Universities/Research Institutions or research publications comparable to M.Phil standard in relevant discipline are eligible to apply for direct Admission to Ph.D. Programme.

Application forms together with detailed instructions booklet can be had either personally from the office of Dy Registrar (Admissions) on cash payment of Rs. 30/- per set from 2.30 to 5.00 p.m. on all working days (Monday to Friday) or by sending a request alongwith crossed Indian Postal Order for Rs. 50/- payable to Jawaharlal Nehru University, New Delhi, alongwith a self-addressed unstamped envelope of 28x20 cms size with the words "Direct Admission to Ph.D. Programme" inscribed on it.

Issue of Forms : From May 6 to June 7, 1996

Last date for receipt of completed forms: June 10, 1996

*Former Prof. of Sociology and Social Administration, IIPA,
27 Pocket A-4, Kalkaji Extn.
New Delhi - 110 019.



INDIAN SCIENCE CONGRESS ASSOCIATION

Announcement for Awards : 1996-97

- (i) **Professor Hira Lal Chakravarty Awards:** Applications in prescribed forms are invited from Indian Scientists, below 40 years of age on December 31, 1995 with Ph.D. degree, having significant contributions in any branch of Botany — pure or applied. There are two awards, each carries a cash amount of Rs. 4,000/- and a certificate. The awards are given on original independent published work carried out in India within three years prior to the award. Each awardee will be required to deliver a lecture on the topic of his/her specialisation during Annual Session of the Indian Science Congress in the Section of Botany. Last date of submitting application is **July 15, 1996.**
- (ii) **Pran Vohra Award:** Applications in prescribed forms are invited from Indian Scientists below 35 years of age on December 31, 1995 with Ph.D. degree in Agricultural Sciences from any University or Institution in India, having made significant research contributions in any branch of Agricultural Sciences. Only research done in India will be considered for the award. The award carries a cash amount of Rs. 5,000/- and a certificate. The awardee will be required to deliver a lecture on the topic of his/her specialisation during Annual Session of the Indian Science Congress in the Section of Agricultural Sciences. Last date of submitting application is **July 15, 1996.**

For proforma of application forms and necessary information, please write to the **General Secretary, Indian Science Congress Association, 14, Dr. Bireswari Guha Street, Calcutta - 700 017.**

EDUCATION NEWS INDEX

A list of select articles and editorials on education from newspapers received in the AIU Library during April 1996

EDUCATIONAL PHILOSOPHY

Magesan, A A. Consummating objectives to benefit society. *The Hindu* 16.4.96.

EDUCATIONAL PSYCHOLOGY

Bhagat, O P. Examination fever. *Patriot* 11.4.96.

Bhagyavathy, N E. The brighter side of intelligence tests. *The Hindu* 9.4.96.

Flayaz Ahmad, S. A growing malaise. *Deccan Herald* 28.4.96.

Ghosh, Goutam. Creativity cries for compassion. *The Hindu* 14.4.96.

Kennedy, Marge. Finding the smart part in every child. *Deccan Chronicle* 5.4.96.

Nanda Kumar, N. Talent withers. *The Hindu* 14.4.96.

Narayanan, K S. Developing all round personality. *The Hindu* 16.4.96.

Philip, Elizabeth. The torture of innocents. *The Hindu* 16.4.96.

Ranjan, Munish. Trick of talking less & saying more. *The Hindustan Times* 3.4.96.

Sandhu, H S. Learn with fun. *The Tribune* 15.4.96.

Sarma, K S S. Is vying necessary for "success"? *The Hindu* 9.4.96.

Soni, I M. Examination jitters. *The Tribune* 8.4.96.

EDUCATIONAL SOCIOLOGY

Ahmed, Firoz Bakht. Madrasa taalim now high-tech. *The Pioneer* 14.4.96.

EDUCATIONAL POLICY & PLANNING

Khullar, K K. Empty promises. *The Pioneer* 19.4.96.

Misra, Neelesh. Making children the focus of economic agenda. *The Statesman* 8.4.96.

EDUCATIONAL ADMINISTRATION

Amrik Singh. Coping with absenteeism. *Deccan Herald* 14.4.96.

BETTER FACILITIES (Editorial). *Deccan Herald* 3.4.96.

Chatrath, K J S. Survival of the fittest... *The Hindustan Times* 2.4.96.

Deka, D C. Human resource development programme at RRL (Regional Research Laboratory, Jorhat). *The Assam Tribune* 1.4.96.

Misra, Deba Prasad. Higher education vis-a-vis role of university. *The Assam Tribune* 4.4.96.

Shanker, Vijay. DU atmosphere lacks vitality. *The Pioneer* 16.4.96.

Sinha, M P. Quality education : Several steps away. *The Hindu* 30.4.96.

Srivastava, H S and Oxenham, J C P. Do qualifications cater to employers' needs? *The Hindu* 23.4.96.

TOWARDS EXCELLENCE (Editorial). *Deccan Herald* 20.4.96.

Vankata Reddy, K. Proposals for rural development institutes. *The Hindu* 30.4.96.

Yadav, Yojana. Prelude to admissions. *The Tribune* 6.4.96.

EDUCATION & POLITICS

Barthwal, Sunil. Rebels without a cause. *The Hindustan Times* 24.4.96.

EDUCATION IN Delhi (Editorial). *Patriot* 11.4.96.

Radhakrishnan, N. In an indirect way, I know I matter! *The Statesman* 26.4.96.

TOKENISM WILL not do (Editorial). *Deccan Herald* 6.4.96.

CURRICULUM

Aravindan, P. A flexible system of curriculum design. *The Hindu* 30.4.96.

D'Gama, Leslie. Figuring it out. *The Telegraph* 8.4.96.

Issar, Kiron. Dealing with discipline. *The Hindu* 30.4.96.

LANGUAGE & LANGUAGE POLICY

Biswas, Alok. Teaching English : The communicative approach. *The Statesman* 6.4.96.

Srinivas, A. Not merely a language. *The Pioneer* 30.4.96.

THE STATUS of Hindi (Editorial). *The Tribune* 8.4.96.

SCIENCE EDUCATION

CRUCIAL AGENDA for CSIR (Editorial). *The Hindu* 5.4.96.

GOAL SETTING by CSIR (Editorial). *The Tribune* 9.4.96.

Narlikar, J V. Science in mother tongue : From Einstein to the common man. *The Times of India* 13.4.96.

Valluri, S R. Seniority vs authenticity in research. *The Economic Times* 6.4.96.

VOCATIONAL EDUCATION

AIMA : CREATING managerial talent (Editorial). *The Pioneer* 21.4.96.

CAREERS IN planning (Editorial). *The Hindustan Times* 30.4.96.

Chatterjee, Mala. For parallel education. *The Statesman* 30.4.96.

Dass, Amrita. Information managers are indispensable. *The Pioneer* 29.4.96.

Gupta, Y P. Dismal picture in farm varsities. *The Statesman* 3.4.96.

JOB PROSPECTS in management (Editorial). *The Tribune* 8.4.96.

Mohan, Bhuwan. The importance of IITs. *The Pioneer* 16.4.96.

Nanda, Tanmaya Kumar. Seeds of success. *Indian Express* 6.4.96.

Rao, M M. Education for managers of future. *The Hindu* 20.4.96.

Rastogi, Manju. A graduate course in business studies. *The Times of India* 17.4.96.

Biotech is full of opportunities. *The Times of India* 10.4.96.

Sekhar, Senjam Raj. Training fresh law graduates. *The Pioneer* 30.4.96.

Sharma, Pradeep. Law students fear exploitation. *The Tribune* 15.4.96.

Virdi, T M S. Towards computer literate society. *The Tribune* 8.4.96.

DISTANCE EDUCATION

Anand Kumar. Need for an open medical university. *Indian Express* 25.4.96.

TEACHERS & TEACHING

Appasamy, Aruna. Teacher requires managerial skills. *The Hindu* 16.4.96.

Dandapani, S. The ups & downs of hierarchy. *The Hindu* 9.4.96.

Maheshwari, Belu. School-teachers in bondage. *The Tribune* 29.4.96.

Sen, Diti. Lessons for teachers to learn. *The Telegraph* 8.4.96.

Singh, H M. Can the NCTE realise its dreams? *The Hindu* 9.4.96.

TEACHER AS workman (Editorial). *Patriot* 29.4.96.

COUNSELLING & GUIDANCE

Bajaj, Chhavi. Facing tricky questions at the UPSC interview. *The Times of India* 17.4.96.

EDUCATIONAL RESEARCH

Balwinder Singh. Research in media. *The Tribune* 22.4.96.

Doraiswamy, P K. Degrading the dignity of doctorate. *The Hindu* 30.4.96.

Dutt, Sushmita. Research needed. *The Pioneer* 16.4.96.

EDUCATIONAL TECHNOLOGY

Prabhakara Raya, R. Educational intelligence : Concept and mechanics. *The Hindu* 2.4.96.

PROMISING PROSPECT for ETV (Editorial). *The Hindu* 12.4.96.

EDUCATIONAL EVALUATION

Anasuya, S. Malpractices in public examinations. *The Hindu* 23.4.96.

Baruah, Prabin. An important but neglected aspect of examinations. *The Assam Tribune* 23.4.96.

CLEANSING NEEDED (Editorial). *Deccan Herald* 26.4.96.

Desikan, T D. The exam market. *The Times of India* 16.4.96.

Gangadhar, V. Question-paper hunting. *The Hindu* 7.4.96.

Kulkarni, S K. SSC papers leak : A shameful incident. *Free Press Journal* 8.4.96.

Parthasarathy, Nirupa. Are we educated? *The Hindu* 23.4.96.

Yes, Di. What passes for education. *Deccan Chronicle* 11.4.96.

ECONOMICS OF EDUCATION

Atma Ram. Education today : Privatization only answer. *The Statesman* 2.4.96.

Karim, N A. Bridging the knowledge gap. *The Hindu* 9.4.96.

PULLS WITHOUT perks (Editorial). *Deccan Herald* 29.4.96.

Sooryamoorthy, R. Self-financing courses : A story of neglect. *The Hindu* 30.4.96.

LIBRARIES & BOOKS

Chandrashekar, S. Digital book-keeping. *The Economic Times* 14.4.96.

Hurst, Christopher. Laugh and be damned. *The Hindu* 7.4.96.

Maity, Sushil Kumar and Sardar, Arun Kumar. Opportunities galore. *The Hindustan Times* 16.4.96.

Nagarajan, M S and Jagadisan, S. Close reading of the text. *The Hindu* 7.4.96.

Radhakrishnan, N. Book no trouble! act now. *The Statesman* 12.4.96.

Umapathy, K S. Role of college libraries. *Deccan Herald* 7.4.96.

Vyas, Ravi. Bookwise : On the bad books. *The Telegraph* 12.4.96.

STUDENTS & STUDENT ACTIVITIES

Fazli, Arash Vafa. It's time to say goodbye! *Deccan Chronicle* 3.4.96.

Sivadasan Pillai, K. A new role for university youth. *The Hindu* 16.4.96.

SPECIAL EDUCATION

Ajinder Kaur. Blind too have a vision. *The Tribune* 29.4.96.

Sharma, Gitanjali. Teacher's role on learning disabled pupils. *The Hindu* 2.4.96.

WOMEN'S STUDIES

Majumdar, Swapna. Empowerment through education. *The Hindustan Times* 30.4.96.

Satyanarayana, K. Women scientists beat men. *The Pioneer* 24.4.96.

ADULT EDUCATION

Khullar, K K. Education for all still a dream. *The Pioneer* 16.4.96.

Krishna Kumar. Future of education : Dingy buildings and dying interest. *The Times of India* 6.4.96.

Misra, Subhash. They dare to dream... *The Hindustan Times* 2.4.96.

ELEMENTARY & SECONDARY EDUCATION

Bowne, Elizabeth. Encouraging education. *The Hindustan Times* 2.4.96.

Figg, Carlton. "What is your good name?". *The Pioneer* 9.4.96.

Krishnamurthy, Revathy. Prime are the primary years. *The Hindu* 9.4.96.

Prahalada, N N. School patterns. *Deccan Herald* 28.4.96.

Ramamani, D. The necessity of preschooling. *The Hindu* 9.4.96.

Ravichandran, Subhashree. Problems in primary classes. *The Hindu* 30.4.96.

Saxena, Poonam. Have convents become passe? *The Hindustan Times* 30.4.96.

COMPARATIVE EDUCATION & AREA STUDIES

Shamsuddin. Spirit of Indian education. *Patriot* 26.4.96.

INTERNATIONAL COOPERATION

Malhotra, Vinay Kumar. Are USEFI selections fair? *The Tribune* 1.4.96.

INSTITUTIONAL PROFILE

Ahmed, Firoz Bakht. College with perfect past : Delhi College and Anglo Arabic School, Delhi. *The Hindustan Times* 3.4.96.

Ajit Kumar. Modern life in old barracks : Zakir Husain College, Delhi. *The Hindustan Times* 10.4.96.

Gopinath, Vrinda. GD Goenka School, New Delhi : An air-conditioned nightmare? *The Pioneer* 14.4.96.

Iyer, Nandini R. The NIFT : Tailoring a threadbare future. *The Statesman* 12.4.96.

Narayanaswamy, S. A pioneering institution : Agricultural College, Hebbal. *Deccan Herald* 6.4.96.

ALL INDIA INSTITUTE OF SPEECH & HEARING: MYSORE-6

ADMISSION NOTICE

Applications in the prescribed form are invited for admission to courses in Speech and Hearing. Forms with details can be obtained on payment of Rs. 12/- (Rs. 7/- for SC/ST) in cash or MO/IPO drawn in favour of the Director, AIISH, Mysore along with a self-addressed and stamped (Rs. 2/- envelope (22x10 cms)).

	B.Sc.	M.Sc.	Ph.D.
Minimum Qualification	P.U.C. or equivalent with PCM/PCB/PCMB as optionals with atleast 50% marks in optionals (45% for SC/ST)	B.Sc., (Speech & Hearing) or equivalent.	M.Sc. (Speech & Hearing) with 60% marks
Total seats	33	23	4
Reserved : SC	4	3	
ST	2	1	
Foreign	3	-	
Inservice	-	3	

Completed applications received upto 4 PM 5th July 1996 for B.Sc., and 31st July 1996 for M.Sc., & Fellowships.

DIRECTOR

THAPAR INSTITUTE OF ENGINEERING AND TECHNOLOGY : PATIALA

(DEEMED UNIVERSITY)

ENTRANCE EXAMINATION

FOR ADMISSION TO MASTER OF COMPUTER APPLICATIONS (THREE-YEAR COURSE AND 30 SEATS) FOR THE 1996-97 SESSION

The Institute will hold the Entrance Examination at Patiala and Delhi on Sunday June 30, 1996. Each paper in Mathematics, Logical and Analytical Abilities and English including General Knowledge will be of one hour duration.

Eligibility Conditions

All those candidates who have passed or are due to appear in the B.Sc./B.Com./B.A. examination or equivalent examination of a recognised University to be held in April, 1996 with one or more of the subjects of Physics, Mathematics and Statistics at the graduation level with atleast 50% marks in aggregate (Relaxation of 5% marks allowed for Scheduled Castes/Tribes candidates).

Prospectus and other Information

The prospectus, syllabus and application form will be on sale from May 6, 1996 and can be had on payment of Rs. 125/- at the Institute counter Or by post from the Registrar of the Institute on remitting Rs. 150/- (including postage) through Bank Draft drawn in favour of the Registrar, Thapar Institute of Engineering and Technology, Patiala on any Scheduled Bank at Patiala. No request for supply for Prospectus by post will be entertained after June 3, 1996.

Last date of receipt of completed application forms is June 10, 1996 (upto 5.00 p.m.)

REGISTRAR

MOTHER TERESA WOMEN'S UNIVERSITY

KODAIKANAL - 624 102

NOTIFICATION NO. 86

LAST DATE FOR ISSUING AND RECEIVING APPLICATIONS — 10-6-'96

Applications for admission to the following courses are invited from Women Candidates possessing the required qualification specified for each course commencing from this academic year.

COURSES OFFERED

ELIGIBILITY

I. M.PHIL. REGULAR (2 Semesters)

- a) Economics
- b) English
- c) Family Life Management
- d) Historical Studies
- e) Sociology
- f) Tamil



Post Graduate Degree with not less than 55 per cent in the concerned subject.

g) Population Studies

Any Post Graduate Degree with not less than 55 per cent.

h) Education

Any Post Graduate Degree and M.Ed. with not less than 55 per cent.

II. POST GRADUATE COURSES

1. M.A. REGULAR (4 Semesters)

a) Economics

Bachelor's Degree in Economics with 50 per cent or any other Bachelor's Degree with Economics as one of the subjects.

b) English

Bachelor's Degree with 50 per cent in Part-III (English Major) or Part-II (English)

c) Tamil Studies

Bachelor's Degree with 50 per cent or any Bachelor's Degree with 50 per cent in Part-I (Tamil).

d) Mass Communication offered by Tamil Department

Any Bachelor's Degree with 50 per cent.

- e) Tourism and Travel Management
- f) Women's Studies
- g) Guidance and Counselling
- h) Sociology



Any Bachelor's Degree with 50 per cent

2. M.C.A. Regular (6 Semesters)

Candidate with B.E./B.Tech/or FIRST Class B.Sc. Science/B.Com. each with Mathematics/Statistics/Computer oriented subjects as one of the main or ancillary subjects or First Class B.Sc. Computer Science/Computer Technology.

III. POST GRADUATE DIPLOMA COURSES — REGULAR (2 SEMESTERS)

a) Computer Applications

First Class B.Sc. Mathematics or Physics or B.Com. or any other subject with Mathematics as ancillary subject

b) Entrepreneurship and Industrial Training

Graduate in Arts, Science, Engineering and Management with 50 per cent

c) Health and Family Welfare

Any B.Sc. Graduate with 50 per cent

IV. CERTIFICATE COURSE

Software Packages (Dbase)
(3 months)

Any Graduate

For all above mentioned courses application forms can be had from the Registrar, Mother Teresa Women's University, Kodaikanal-624 102, Dindigul Anna District, Tamil Nadu with a Demand Draft for the cost of application as specified below with a self addressed stamped envelope for Rs. 5/-.

COST OF APPLICATION	Rs. P.
M.Phil	100.00
M.C.A.	150.00
M.A.	75.00
P.G.D.C.A.	75.00
P.G. Diploma Courses	75.00

ENTRANCE EXAMINATIONS

Entrance Examinations will be conducted for Master of Computer Applications students.

The candidate with 50 per cent and above will be eligible for Entrance Examination.

-For all other M.Phil/Post Graduate Courses written examination or orals may be conducted.

All tests will be conducted at Kodaikanal. The candidates have to attend the tests at their own expenses.

NOTE:

Last date for issuing and receiving application forms is 10-6-'96.

For each course, a separate application form is to be obtained.

The University will not be responsible for the postal delay.

Candidates are therefore asked to apply well in time. Even if publication of results are delayed, the application must reach the University on or before 10.6.'96 and the results no sooner published must be communicated mentioning application number. The University reserves the right to dispense with any P.G. Course with less than 15 students. Hostel facilities are available.

V. Ph.D. COURSES BOTH REGULAR/PART-TIME ARE AVAILABLE FOR ALL THE FOLLOWING COURSES.

- Economics
- Education
- English
- Family Life Management
- Historical Studies
- Psychology
- Sociology
- Tamil

Ph.D. registration is done throughout the year. Prospectus and application form can be had by sending a Demand Draft for Rs. 150/- drawn in favour of Registrar with requisition and a self addressed stamped envelope for Rs. 5/-.

REGISTRAR-IN-CHARGE

MOTHER TERESA WOMEN'S UNIVERSITY, KODAIKANAL - 624 102

DISTANCE EDUCATION UNIT - NOTIFICATION NO. 87

LAST DATE FOR RECEIVING THE FILLED IN APPLICATION 10th JULY 1996

Applications for admission to the following courses are invited from WOMEN CANDIDATES POSSESSING the required qualification specified for each course COMMENCING FROM THE ACADEMIC YEAR 1996-97

S No.	Course	Eligibility	Duration	Cost of Application
I.	M.PHIL 1. Economics 2. English 3. Tamil 4. Education	Post Graduate Degree with not less than 55 per cent in the concerned discipline	TWO years	100-00
II.	M.A. Women's Studies	Any Graduate with 50 per cent	TWO years	75-00
III.	M.Ed.	Bachelor's Degree in Education with not less than 50 per cent	ONE year	75-00
IV.	Post Graduate Diploma in Computer Applications	Any Graduate with 50 per cent	ONE year	75-00

Application forms can be received from the office of the Registrar, by sending a Demand Draft for the prescribed cost, drawn in favour of the Registrar, Mother Teresa Women's University, Kodaikanal. The requisition addressed to the Registrar, Mother Teresa Women's University, Kodaikanal should be accompanied by a self addressed envelope affixing stamp worth Rs. 5/-. The cover should be superscribed as "Application for.....".

Last date for receiving the filled in application—10th July, 1996.

REGISTRAR-IN-CHARGE

THAPAR INSTITUTE OF ENGINEERING & TECHNOLOGY : PATIALA (DEEMED UNIVERSITY)

ADMISSION NOTICE

Applications on prescribed forms are invited for admission to the following programmes for the session 1996-97.

1. **M.Sc. Materials Science (Cooperative) Programme:** (Three years course including one year of Industrial Employment, 10 seats)
Eligibility : Passed B.Sc (Pass or Honours) with atleast 50% marks in the aggregate in Physics, Chemistry and Mathematics.

II. Master of Engineering (M.E.) Programmes:

Regular Course in Civil (Structures), Civil (Geotechnical) and Industrial (10 seats in each course).

Scholarship of the value as approved by the competent authority from time to time is admissible to M.E. regular students who have qualified GATE examination.

Part time course in Civil (Structures), Environmental, Computer Science, Electrical (Power & Machines), Industrial and Mechanical (Heat Power) - (10 seats in each course).

III. Doctor of Philosophy (Ph.D) Programme:

Departments : Civil Engineering, Chemical Engineering, Computer Science & Engineering, Electrical & Electronics Engineering, Mechanical & Industrial Engineering.

Schools : Basic & Applied Sciences, Biotechnology, Humanities, Culture & Liberal Arts, Management Studies.

The Information Brochure alongwith the Admission Form and other details can be had on payment of Rs. 125/- at the counter OR By Post from the Registrar of the Institute on remitting Rs. 150/- through Bank Draft in favour of the Registrar, Thapar Institute of Engineering & Technology, Patiala on any scheduled Bank of Patiala. Last date for receipt of completed application forms is as under:

- | | |
|----------------------------|-------------|
| i) M.Sc. Materials Science | : 15.7.1996 |
| ii) M.E. & Ph.D | : 22.7.1996 |

REGISTRAR



ALAGAPPA UNIVERSITY KARAIKUDI MANAGEMENT COURSES

Applications are invited from eligible candidates for admission to the following courses:

COURSES	ELIGIBILITY	DATE & TIME OF ENTRANCE TEST
1. M.B.A. (Master of Business Administration)	Bachelor' Degree in any Discipline are eligible	18.06.96 02.00 to 05.00
2. M.I.B.A. (Master of International Business Administration)	Bachelor's Degree In any Discipline are eligible/ACA/ICWA/ACS Diploma	18.06.96 10.00 to 01.00
3. M.B.M. (Master of Bank Management)	Bachelor's Degree in any Discipline are eligible	16.06.96 02.00 to 05.00
4. M.C.S (Master of Corporate Secretaryship)	B.A. Corporate Secretaryship/B.Com./B.B.A./B.L./B.B.M./ B.A. Co-operation. Any other Degree holder with First Class/Any Degree with Accountancy as ancillary subject with a minimum of Second Class/Any Graduate who has passed the Intermediate examination of ICSI/ICAI or ICWAI	19.06.96 10.00 to 01.00
5. M.Com.	B.Com./B.B.A./B.A. Cooperation/B.B.M./B.A Corporate Secretaryship/B.A. Economics with Accountancy as ancillary	15.06.96 1.00 to 01.00

After results are declared, the following provisions can be availed.

1. RETOTALLING
2. REVALUATION
3. TO SEE YOUR ANSWER BOOK
4. TO COMPARE YOUR ANSWER BOOK WITH ANOTHER CANDIDATE'S ANSWER BOOK.

Applications and Prospectus for courses under Sl.No. 1 & 2 can be had on payment of Rs. 250/- (for SC/ST candidates

Rs. 150/- with the production of Community Certificate) and for courses under Sl.No. 3 to 5 can be had on payment of Rs. 100/- by DEMAND DRAFT only drawn in favour of the REGISTRAR, ALAGAPPA UNIVERSITY, payable at KARAIKUDI with a requisition letter and a self addressed Rs. 3/- stamped envelope of 30 cms x 13 cms size.

LAST DATE FOR ISSUE & RECEIPT FOR APPLICATIONS FOR ALL COURSES = 07.06.1996

REGISTRAR

CLASSIFIED ADVERTISEMENTS

WESTERN REGIONAL INSTRUMENTATION CENTRE, MUMBAI

University of Bombay
Vidyanagari, Mumbai - 400 098.

The Western Regional Instrumentation Centre, Mumbai is funded by the University Grants Commission and devoted to science and technology of instrumentation and its development in Indian Universities. The Centre invites applications for the following positions.

1. Technical Officer II (Three Posts):

(a) Minimum Qualification : M.E./

3. Technicians:

Sr No	Posts & Pay Scales	No. of Posts	Qualification & Experience	Age	Reservation
1	2	3	4	5	6
1.	Technician 'V' (Rs. 1640-60-2600-EB-75-2900)	2	Diploma in Chemical/Analytical/Instrumentation Engg. OR Optics/Optoelectronics. with 10 years experience OR M.Sc in Physics/Chemistry, preferably with 1/2 yrs. experience.	Not above 30 Yrs	One post for SC/ST
2.	Technician IV (Rs. 1400-40-1800-EB-50-2300)	3	Diploma in electronics/computer/micro-computers with 1st class or diploma with 2nd class with two years experience OR B.Sc. with Physics/Chemistry.	-do-	One Post for NT/DT
3.	Technician III (Rs. 1320-30-1560-EB-40-2040)	4	ITI certificate with atleast seven years experience OR diploma in electronics/instrumentation/vacuum techniques OR glass blowing OR draftmanship and familiarity with computer techniques and/or Autocad.	-do-	One Post for SC/ST/DT/NT/OBC
4.	Technician II (Rs. 1200-30-1440-EB-30-1800)	1	ITI certificate with atleast 3 years experience in workshop lathe operation OR H.S.C. with 5 yrs. experience in required trade.	-do-	Nil
5.	Laboratory Asstt. (Rs. 975-1540)	1	Minimum S.S.C. with 1st class with Physics/Chemistry/ Mathematics. Three years experience in a reputed laboratory is preferable.	-do-	Nil
6.	Data-Entry-Operator-cum-Clerk (Rs. 1200-30-1560-EB-40-2040)	1	Graduate of recognised University. Typing speed 40 w.p.m. Diploma in computer programming with 3 years experience in a reputed commercial/educational/government/semi-government institution.	-do-	Nil

M.Tech. (Instrumentation) with atleast 55% marks or Ph.D. in Science or equivalent.

(b) Experience : At least 8 years' experience in R & D organisation/reputed laboratories in

i. Spectroscopic/Optoelectronic instrumentation. (Post-1)

ii. Analytical/Environmental/Biomedical instrumentation. (Post-2)

iii. Material Science & Technology. (Post-3)

(c) Pay Scale : Rs. 3700-125-4950-150-5700

(d) Age Limit : Preferably below 40 years unless in the service of University/College/Public Institution.

2. Technical Officer I (Two Posts) :

(a) Minimum Qualification : M.Sc./B.E./B.Tech. in instrumentation or allied field with atleast 55% marks or equivalent.

(b) Experience : For Post 1 : Proven experience in repairs and maintenance/calibration of instruments or mechanical/production/machine tools engineering or workshop technology.

For Post 2 : Proven experience in research, design and development of micro-processor-based analytical or measuring instruments, preferably with some experience of development and interfacing of sensors and transducers.

(c) Pay Scale : Rs. 2200-75-2800-100-4000.

7. Project Associate/Project Fellow.
On a UGC Project entitled "Development of IGBT based width modulated Switch Mode Power Supply of rating 200⁰ Watt/ 48V DC". (Duration : 3 years)

Minimum Qualification : B.E./B.Tech/ B.Sc. Tech (Electrical/ Electronics) and NET (UGC or CSIR) qualified

1. Rs. 2500/ p.m. (for first 2 years)
2. Rs. 2800/ p.m (for 3rd year)

If NET qualified candidate is not available, selected person may be appointed as Project Fellow on a fellowship of Rs. 1800/- p.m.

General: Posts 1 to 6 carry allowances and pension benefits as per rules from time to

time. The applications on plain paper with full details alongwith attested copies of testimonials, should reach the Centre on or before 15th June, 1996. The candidates already in the services of State/Central/ Public Undertaking should forward their applications through proper channel.

D.N. Patkar
DIRECTOR

**SHREE WARANA VIBHAG SHIKSHAN MANDAL'S
TATYASAHEB KORE INSTITUTE OF ENGINEERING & TECHNOLOGY, WARANANAGAR
PIN : 416 113, DIST: KOLHAPUR (MAHARASHTRA)**

WANTED

Applications are invited for the following posts in our various Departments.

Sr. No.	Department	PROFESSOR		ASSTT. PROF.		LECTURER	
		Open	Reserved	Open	Reserved	Open	Reserved
1	Electronics Engg	—	1 SC [II]	—	—	—	1 SC [II] 1 ST [IV]
2	Electrical Engg	—	—	—	—	1	1 SC [II]
3	Chemical Engg	1	1 SC [II]	—	1 SC [V] 1 ST [I]	—	1 SC [II] 1 ST [I] 1 VJ [A] [II] 1 NT [B] [I] 1 OBC [I]
4	Civil Engg	1	1 SC [V]	—	—	—	1 SC [II] 1 ST [I] 1 VJ [A] [I]
5	Mechanical Engg	—	—	—	—	1	1 SC [IV] 1 ST [I]
6	English	—	—	—	—	1	—
7	Librarian	—	—	—	—	1	—

NOTE:

1. Roman figures in the brackets show number of times the post is advertised.
2. i) The reserved posts advertised for 1st to 5th times will be filled in by particular reserved category only.
ii) If B.C. candidates as i) above are not available then other candidates will be considered for appointments for 6 months only.
iii) The reserved posts are advertised under Special Drive for filling of backlog.
3. SC/ST/VJ [A]/NT[B]/OBC applicants should send a copy of their applications to special Cell Unit, Shivaji University, Kolhapur.
4. SC/ST/VJ[A]/NT[B]/OBC candidates, who are domiciled out of Maharashtra State will be treated

as Open.

5. Educational Qualifications, Service conditions and Scale will be as per the rules of the AICTE, Shivaji University, and Government of Maharashtra norms.
6. Interested candidates may apply for prescribed application form along with a self addressed Stamped Envelope (25 cm x 10 cm with stamps worth of Rs. 2/- affixed) to this office in the name of the Principal. The prescribed form will be available at the office free of cost on any working day.
7. Details of Qualification and experience will be sent alongwith application form.
8. Completed application form must reach the Principal, within 30 days from the date of this advertisement.

PRINCIPAL

**SHREE WARANA VIBHAG
SHIKSHAN MANDAL'S
TATYASAHEB KORE INSTITUTE OF
ENGINEERING & TECHNOLOGY,
WARANANAGAR-416 113,
TAL. PANHALA, DIST. KOLHAPUR
(MAHARASHTRA)**

Applications are invited for the post of RESEARCH ASSOCIATE under DAE (Department of Atomic Energy) Research Project, in the BRNS (Board of Research in Nuclear Science) sponsored research project entitled "Design and Development of Variable Low Frequency Power Supply".

- 1) Post: RESEARCH ASSOCIATE :- One post for Three years
- 2) Educational Qualification :- B.E./ B.Tech or M.E./M.Tech in Electronics Engineering
- 3) Pay Scale :- Rs. 3,500/- per month consolidated for First Year
Rs. 4,000/- per month consolidated

for Second Year

Rs. 4.500/- per month consolidated
for Third Year

Applications are invited on Plain Paper alongwith xerox copies of the testimonials.

The Applications should be sent to "The Principal, T.K.I.E.T., Warananagar, Dist. Kolhapur" within 30 days from the date of this advertisement.

PRINCIPAL

ST. XAVIER'S COLLEGE FOR WOMEN

ALUVA - 683 101

WANTED

Women lecturers (both community and open merit) for the vacancies likely to arise in English, Physics, and Physical Education subject to Government, University and U.G.C. norms and regulations. The appointment will be for Pre-degree category and no claim for appointment to the U.G.C. Scheme vacancies. The qualification will be P.G. with 50% marks in concerned subject and B.Ed. Application forms can be obtained from the college office on payment of Rs. 100/- (Rs. 110/- by post). Apply within 30 days of this notification to:

MANAGER

P.E.S. COLLEGE OF ARTS & SCIENCE

FARMAGUDI, PONDA - GOA

CORRIGENDUM

Refer our advertisement in the University News dated 18th March, 1996.

Academic Qualification:

If candidates passed with N.E.T./S.E.T. are not available, candidates fulfilling other conditions would be considered for appointment on purely temporary basis.

PRINCIPAL

ILAHIA COLLEGE OF ARTS AND SCIENCE

(Affiliated to M.G. University,
Kottayam)

Market P.O., Muvattupuzha - 686 673.

Phone: 0485-232646, Fax: 0485-235133.

WANTED LECTURERS

Applications are invited from candidates having a Master's Degree with not less than 55% of marks for appointment as Lecturers in 1. Electronics* 2. Travel and Tour-

ism**, 3. Commerce***, 4. Mathematics****, 5. Business Administration, 6. Computer Applications, 7. English, 8. Physical Education. Apply on plain paper with bio-data and self attested photocopies of the testimonials within 15 days of this advertisement to the undersigned.

Note:-

- 1 * If M.Tech hands are not available, B.Tech with a First class will be considered.
- 2 ** Persons having M.T.A degree may also apply.

3 *** Persons having M.Com degree with Statistics alone need apply.

4 **** Persons having M.Sc (Maths) degree with Statistics alone need apply.

A.E. Alkutti
MANAGER

N.B.:- Admission process for B.Sc (Electronics), B.A. (Travel & Tourism - Subject to final sanction from the University) B.C.A and B.B.A degree courses will begin immediately after the publication of the Pre-degree results.

XAVERIAN EDUCATIONAL SOCIETY'S Fr. AGNEL COLLEGE OF ARTS AND COMMERCE PILAR-GOA

WANTED LECTURERS

Applications are invited for the following posts:

Sr. No	Name of the post	No. of posts	Full-time/Part-time/ Lecture-basis	Post advertised for the
1.	Lecturer in Economics	1	Full-time	1st time
2.	Lecturer in Commerce	1	Full-time	1st time
3.	Lecturer in English	1	Part-time	1st time
4.	Lecturer in Computer Awareness	1	Part-time	1st time
5.	Lecturer in Political Science	1	Lecture-basis	1st time
6.	Lecturer in Business Law	1	Lecture-basis	1st time
7.	Lecturer in Sociology	1	Lecture-basis	1st time

ACADEMIC QUALIFICATIONS:

i) For post under Sr. Nos. 1, 2, 3, 5 & 7: Master's Degree in the relevant subject (i.e. minimum 6 papers) with at least 55% marks or its equivalent grade and good academic record (i.e. at least 50% at the Graduation Examination with applied for, or an average of 50% marks at the three Examinations i.e. SSC, HSSC and Graduation taken together).

ii) For post under Sr. no. 4 only: a) M.E./M.Tech in Computer Science or Electronics with 55% marks and good academic record.

OR

b) M.C.A. or M.Sc in Computer Science or Electronics with 55% marks and good academic record.

OR

c) M.Sc. (Statistics or Mathematics) with 55% marks and good academic record with exposure to Computer Science

iii) For post under Sr. no. 6 only: L.L.M. with 55% marks or L.L.B. with 50% marks and 5 years experience as practising lawyer.

Candidates of all the above posts should have cleared the ELIGIBILITY TEST for Lecturers conducted by U.G.C., C.S.I.R. or similar tests accredited by

U.G.C. If candidates having passed the said Eligibility Test are not available, candidates fulfilling other conditions would be appointed on purely temporary basis.

Scales of Pay: Rs. 2200-75-2800-100-4000 plus admissible allowances.

Persons who are already employed shall send their applications through proper channel. Break in service, if any, should be accounted for.

For the part-time posts, the scales of pay will be the half of that of the full time posts, mentioned above.

For the lecture-basis posts, payment is at the rate of Rs. 50/- per lecture.

Interested candidates should apply giving full details of academic qualifications from SSCE onwards, clearly indicating the subjects offered, marks scored and class/division obtained at all Public examinations, teaching experience, address, date of birth, etc.

True copies of marks statements and certificates of all Public Examinations passed should be enclosed.

Applications duly completed should reach the Principal within 15 days from the date of advertisement.

Dr. P.D. Xavier
PRINCIPAL

**DEMPO CHARITIES TRUST'S
S.S. DEMPO COLLEGE OF
COMMERCE & ECONOMICS
ALTINHO, PANAJI-GOA**

Invites applications for the following posts:

- 1) Lecturer in Commerce ..1 Post full-time
- 2) Lecturer in Mathematics ..1 Post full-time
- 3) Lecturer in Accountancy ..2 Posts full-time
- 4) Lecturer in Accountancy ..1 Post part-time
- 5) Lecturer in Commerce ..2 Posts full-time
- 6) Lecturer in Commerce ..1 Post full-time
- 7) Lecturer in Business Law ..1 Post Lecture basis

i) The Post listed under serial No. 1, is reserved for the candidates belonging to scheduled castes/tribes and is advertised for the third time. The post under serial No. 2 is reserved for O.B.C. and is advertised for the fourth time. The posts under serial No. 3, 4 and 5 are also reserved for the scheduled caste/tribes and are being advertised for the first time. For posts under serial No. 1 & 2 candidates from respective categories only should apply. For posts under serial No. 3, 4 & 5 if no suitable candidates are available from reserved categories, candidates from general categories will be considered for appointment, temporarily for one academic year.

i) Academic Qualifications:

- 1) Master's degree in the relevant subject (i.e. minimum 6 papers) with atleast 55% marks or its equivalent grade and (2) good academic record. For posts under serial No. 3 and 4 candidates with B.Com.+C.A. with five years Professional experience and good academic record considered as an alternative qualification to the one mentioned above may also apply.
- 2) Candidates for all the above posts should have cleared the eligibility test for lecturers conducted by U.G.C., C.S.I.R. or similar test accredited by U.G.C. In case candidates having passed the said eligibility test are not available, candidates fulfilling other conditions would be considered for

appointment on purely temporary basis.

iv) **Scale of Pay:** Rs. 2200-75-2800-100-4000 plus admissible allowances.

For the part-time posts, the scales of pay will be the half of that the full-time post mentioned above.

v) **Service Conditions:** As prescribed by Goa University, Director of Education, Govt of Goa and other competent authorities. Persons who are employed shall send their applications through proper channel. Break in service, if any, should be accounted for. Interested candidates should apply giving full details of academic qualifications from S.S.C. onwards clearly indicating the subject offered, marks scored and class/division and percentage obtained at all public examinations, teaching experience, address, date of birth etc.

True copies of mark-statements of all public examinations passed should be enclosed.

Applications duly completed in all respects should reach the Principal within 15 days from the date of publication of this advertisement, clearly mentioning the serial number of the post applied for.

**S.L. Sardesai
PRINCIPAL**

**MAR THOMA COLLEGE
TIRUVALLA-689 103
KERALA**

WANTED

Applications are invited for the following Posts of Junior Lecturers (Pre-Degree Category)

Physics (Substantive/Leave Vacancy) Open & Community

English (Leave vacancy) Open & Community

Economics (Substantive) Community

Age: As prescribed by the Govt/University

Qualifications: Masters degree in the concerned subject with at least 50% of marks & B.Ed.

Apply within one month from the date of notification. Application can be had from the PRINCIPAL, MAR THOMA COLLEGE, TIRUVALLA - 689 103 on payment of Rs. 50/-

PRINCIPAL

**ST. PETER'S COLLEGE
KOLENCHERY - 682 311
KERALA**

WANTED

Teachers in the following subjects under open merit/ Community merit quota

Name of post	Minimum qualification	Nature of vacancy
1. Lecturer in Commerce	M.Com. degree with 55% marks and UGC test or a pass in M.Phil. Examination before 31.12.93.	Two permanent posts under UGC Scheme
2. JUNIOR Lecturer in Economics	M.A. II Class with 50% marks and B.Ed. degree.	One Permanent Post under Pre-degree Category
3. Lecturer in Mathematics	M.Sc. degree with 55% marks and UGC test or a pass in M.Phil Examination before 31.12.93.	One temporary post.

The appointment will be subject to the approval of University and Govt. Age: as per University/Govt. rules. Those who will be appointed in Pre-degree category will not have any claim for UGC Scheme vacancies, will be paid only state salary and will have to teach in the Pre-degree classes only. Apply within one month from the date of this notification.

Photostat copies of certificate to prove date of birth, marklists and degree certificates from Graduate level onwards are to be enclosed along with the application.

Application form can be had from the undersigned on payment of Rs. 100/- (By M.O. Rs. 107/-)

PRINCIPAL



IGNOU

School of Computer and Information Sciences

MASS COMPUTER EDUCATION PROJECT

The IGNOU is planning to launch a Mass Computer Education Project comprising computing capsules which would lead to Certification in Computing and eventually open the channel for admission to Bachelor and Masters programme in Computer Applications.

To support this project which would be launched in Delhi, Pune and Dehradun Region on a pilot basis, IGNOU needs expertise and services in the following areas:-

1. **Project Managers** - Accomplished professionals with experience in Educational Management and especially in systematic development of open learning. The responsibilities would relate to academic systems, operational systems and information systems to support the project. Appointments would be made on contract basis for 2 years in the first instance.
2. **Academic Consultants** - On full-time, part-time or specific assignment basis. The experts may contribute as faculty and/or tutors and would be involved in developing and implementing various computing capsules covering the full range of modern computing topics.
3. **IGNOU Admission points** - IGNOU would be creating a number of admission points, around 20 in the NCR region and these admission points would allow walk-in admission of students to the computing capsules.
4. **Learner and Computing Access points** - IGNOU would be creating a similar number or more depending upon the students enrolment of learner and computer access points where student will have an opportunity of hands-on access to computers and video/T.V. reception and participation in video conferencing for teaching purpose.
5. **Courier and Distribution services** - For distribution of materials between the project site, the admission points, the learner and computer access points and the students homes as well.
6. **Warehouse Space** - IGNOU may need storage space at four points for rapid distribution of material for this project.

Individuals and organisations interested in joining IGNOU for this activity may kindly respond by sending a profile of themselves/their organisations in about a week's time to the **Director, School of Computer and Information Sciences, K 78, Hauz Khas, New Delhi 110 016**. A brief profile of requirements and expectations can also be obtained by making contact with aforesaid office.



AIEF Visiting Fellowships- India

The Australian International Education Foundation (AIEF) Visiting Fellowships - India Scheme has been established as part of the lead up to the AIEF's involvement in the *Australia-India New Horizons* promotion (AINH) program.

The Fellowships are prestigious awards designed to attract highly regarded Indians and Australians to undertake visits or research in the other country to foster ongoing education, research and business links between Australia and India. Up to twelve fellowships will be awarded in 1996; six to Indians and six to Australians for visits to the other country for up to three months.

Each Fellowship provides for a return economy class airfare, an allowance to cover accommodation and other living expenses and approved incountry travel to participate in Fellowship activities and registration fees for conferences together with other expenses incountry.

Applicants are responsible for preparing a comprehensive program of activities in Australia prior to submitting an application. This program could include, for example, collaboration on a research project, visit to organisations, skills exchange, meetings and participation in conferences.

The selection criteria includes:

- Applicants must be Indian citizens and must have been resident in India for the past five years;
- applicants must have an outstanding record of achievement in their field of expertise;
- the program of visits, study or research should promote links between education institutions and/or organisations in Australia and India or otherwise enhance bilateral relationships.

A brochure incorporating the application form is available to appropriately qualified candidates from:

Australian International Education Foundation
Australian High Commission
1/50 G Shantipath, Chanakypuri,
New Delhi - 110 021
Tel : 688 8223, 688 5637
Fax : 687 3172
E-mail : aief.aief@access.net.in

Applications, including a comprehensive program of activities in Australia, must be received by **FRIDAY 14 JUNE 1996** and late applications will not be considered.



Australian
International
Education
Foundation

DEPARTMENT OF EMPLOYMENT,
EDUCATION, TRAINING AND
YOUTH AFFAIRS



SCHOOL OF PLANNING AND ARCHITECTURE

(Deemed to be a University)

4, Block-B, Indraprastha Estate, New Delhi-110 002

APPLICATIONS ARE INVITED FOR ADMISSION TO ACADEMIC PROGRAMMES (FULL-TIME) FOR THE SESSION 1996-97

BACHELOR'S PROGRAMME IN

- | | |
|----------------------------|----------|
| (I) ARCHITECTURE (5 Years) | 68 Seats |
| (II) PLANNING (4 Years) | 20 Seats |

ELIGIBILITY: (i) Pass in 10th Stage with Science, and (ii) Aggregate of 60% marks or above (for SC/ST candidates will be a pass with a minimum aggregate of marks obtained) in four subjects (including English, Physics, Mathematics) at the Senior School Certificate Exam. of C.B.S.E (12th Stage) or equivalent examination passed. Relaxation of 5% marks for (a) Children of military/paramilitary forces/personnel killed/disabled in action during hostilities, and (b) Physically Handicapped.

SELECTION: Candidates are selected through Entrance Tests held in Delhi. Test-I will be held on 7th July, 1996. Candidates selected on the basis of merit in Test-I, will be required to appear at the Test-II on 9th July, 1996.

RESERVATION OF SEATS: SC-15%, ST-7-1/2%, Children of Personnel of military/Para-military forces killed/disabled in action - 5%, Physically Handicapped - 5%, and candidates belonging to Educationally Deficient States - 10% (*applicable to B.Arch Course only)

MASTER PROGRAMMES IN

(i) Architecture with Specialisations in - (a) Architectural Conservation (b) Industrial Design (c) Urban Design (Upto 35 Seats), (ii) Building Engineering and Management (15 Seats); (iii) Landscape Architecture (15 Seats); and (iv) Planning with Specialisations in (a) Environmental Planning (b) Housing (c) Regional Planning (d) Transport Planning (e) Urban Planning (70 Seats).

ELIGIBILITY: (i) M. Arch. - Open to B.Arch./B. Planning or equivalent Degree holders. For M.Arch. (Industrial Design) candidates holding B. Planning or equivalent Degree are not eligible (ii) B.E.M. - Open to B.Arch./B.E. (Civil)/B.Arch. Engg or equivalent Degree holders. (iii) M.L.A. - Open to B.Arch./B.Planning or equivalent Degree holders. (iv) M. Planning - open to B.Arch./B. Planning/B.E. (Civil)/B.Arch. Engg or equivalent Degree holders. Candidates possessing Master's Degree in Geography/Sociology/Economics/Statistics/Operations Research are also eligible for some of the Specialisations. (v) 55% or more marks in aggregate at the qualifying examination (50% marks in respect of SC/ST candidates).

SELECTION: Selection will be made out of restricted number of candidates called for interview and test on 1st July, 2nd July & 3rd July, 1996 at 9.00 A.M. GATE/UGC (NET) qualified candidates will be preferred for admission to the seats for non-sponsored category of students (i.e. General & SCs/STs). For candidates, whose aca-

demic disciplines at the Master's level are not represented in the GATE/UGC(NET) examinations, admission may be given, on merit, to those who are not qualified in GATE/UGC(NET).

RESERVATION OF SEATS: SC's - 15% and STs 7-1/2% Seats are made available to candidates sponsored by Central/State Government Departments, Statutory Organisations as well as Public Institutions

PQ SCHOLARSHIPS: The distribution of the limited number of scholarships @ Rs. 2500/- p.m. each available among GATE/UGC (NET) qualified candidates shall be on merit in respective category (i.e. General and SCs/STs) as per AICTE guidelines.

DOCTORAL PROGRAMMES IN

Architecture, Planning, Urban Design, Industrial Design, Architectural Conservation, Landscape Architecture, Urban Planning, Regional Planning, Environmental Planning, Housing, Transport Planning, and Building Engineering & Management.

ELIGIBILITY: Master's Degree in any of the above courses conducted by the School or its equivalent from any other recognised University/Institution with a minimum of 55% aggregate marks or Bachelor's Degree in Architecture/Planning of the School or its equivalent from any other recognised University/Institution with a minimum of 55% aggregate marks and five years' experience in teaching/ research/ Professional Practice.

Relaxation in aggregate marks as specified above, may be made in case of exceptionally qualified applicants

RESERVATION OF SEATS: As per Government's directive, for SC/ST candidates.

FELLOWSHIP: All Scholars with a Master's degree in the respective disciplines are eligible for fellowship of Rs. 2400/- per month. Scholars with Bachelor's Degree in Architecture/Planning of the School or its equivalent with a valid Gate Score/UGC (NET) are eligible for the fellowship of Rs. 1800/- per month. In addition, contingent grant is given to the recipients of fellowship.

Inservice candidates are not eligible for fellowship and contingent grant.

Outstation Candidates called for interview will be paid travelling allowance for the journey from the Railway Station nearest to the residence/place of work and back by 2nd Class Railway Fare along the shortest route (within India).

Indian residents abroad may apply directly with Bio-Data on plain paper. Foreign nationals are required to apply through diplomatic channels to the Government of India.

IMPORTANT DATES

	BACHELOR'S PROGRAMMES	MASTER'S PROGRAMMES	DOCTORAL PROGRAMMES
1. (i) Issue of Application Forms Commences on			
(a) Available from UCO Bank Branches at Delhi. IIPA (I.P. Estate, Ring Road), Defence Colony (Near Mool Chand Flyover), Connaught Place (Near Marina Hotel), Karol Bagh (Arya Samaj Road), Som Vihar (R.K. Puram), Punjabi Bagh (Ring Road) against payment of the application fee in cash (during working hours only).	8/5/96 Rs. 300/-	8/5/96 Rs. 300/-	—
(b) By post from the School only against payment of the Application Fee by Demand Draft on SBI/UCO Bank in favour of "School of Planning & Architecture" payable at New Delhi.	8/5/96 Rs. 300/-	8/5/96 Rs. 300/-	8/5/96 Rs. 300/-
(ii) Last date of issue of Application Forms:			
(a) By post from the School	1/6/96	1/6/96	28/5/96
(b) From UCO Bank Branches.	10/6/96	10/6/96	—
2. Last Date of receipt of completed Application forms at the School and by Registered post	10/6/96	10/6/96	5/7/96
			D.R. BAINS REGISTRAR

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